

CHILDHOOD EDUCATION

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CHILDHOOD EDUCATION

Journal of the
INTERNATIONAL KINDERGARTEN UNION
FOR THE ADVANCEMENT OF
NURSERY-KINDERGARTEN-PRIMARY EDUCATION

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CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

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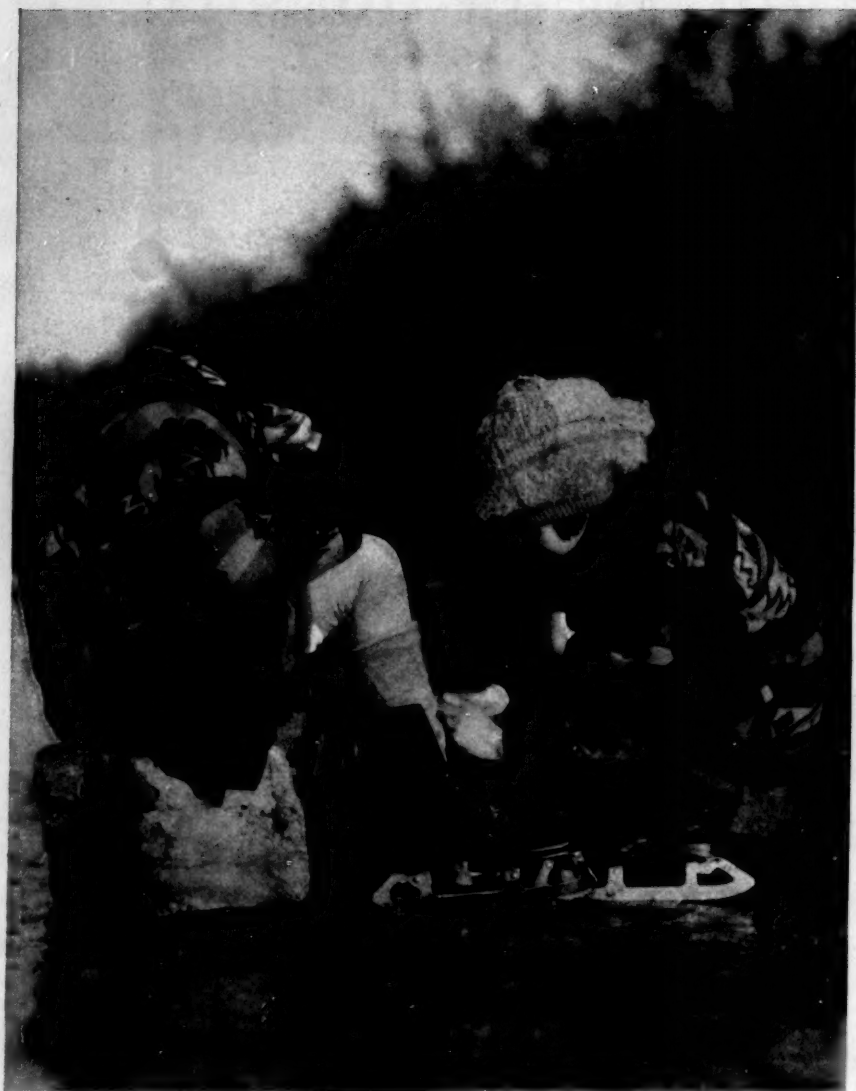
An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education*.

(In writing to advertisers, please mention CHILDHOOD EDUCATION—it helps.)





*In the clear crispness of January
A quickened desire to serve
Mankind's annual rebirth—
The month of resolutions!*

The Sublime Loafer

IN "THIS machine age" when apparently a premium is put on measurable achievements what hope is there for "the sublime loafer?" More hope than ever before!—contrary to the popular notion. In our schoolrooms, it is the objective study of children which discovers and develops subjective thinkers. All teachers know that not all loafers are sublime; it is the teachers' responsibility to be *Detectors of Sublimity!*—L. C.

* * * * *

Some one characterized Walt Whitman as a sublime loafer. That was a high tribute even though the cynic may dissent. In our casual thinking the words "sublime" and "loafer" are antipodal and when we see them thus brought into juxtaposition we experience a mental shock, and only by a conscious effort can we accept them together as forming a harmonious unit. In our thinking, if a person is a loafer he can not be sublime, and if he is sublime he can not be a loafer. Hence, we are forced to reconstruct our thinking if we accept this characterization of Whitman. We are wont to think that loafing connotes laziness, shiftlessness, sluggishness, inactivity, and sloth. But if there is such a thing as sublime loafing it must betoken poise, serenity, reserve power, stability, and fundamental bigness. And just here we come upon Walt Whitman. If sublime loafing produces such as he, then we ought to give a course in sublime loafing in our schools.

A teacher explained her method of studying the Sunday School lesson by saying that she read the lesson carefully, then closed the book and looked out of her window at the hills. Thus she was obeying the injunction, "Be still and know that I am God." It is told that Carlyle and Tennyson would sit together in front of the fire for an entire evening without speaking a word and, at parting, would say that they had had a pleasant evening. They, too, were sublime loafers. If their thoughts, as they gazed into the fire, could have been recorded, the record would have shown big thoughts, deep thoughts, high thoughts. They were not thinking of styles, or prices, or social diversions, or political discussions. Their thinking soared above and beyond such details as these and concerned itself with the things of the soul. Carlyle may have been formulating "Sartor Resartus" while Tennyson may have been pondering the sentiments which later on he expressed in "Crossing the Bar." At any rate, their loafing was sublime.

In the last two verses of the eighth chapter of Romans, St. Paul gives us some striking pictures of large concepts. He could not have won such concepts as these while pushing, crowding, and struggling toward a seat in a car in the subway. Nor could he have won them in the throng about the ticket booth who are demanding tickets for the prize-fight, nor among the crowds who are striving to gain a place in the street car at the rush hour. He never conceived these big thoughts at a political convention in the midst of the noise of bands, of shouting men, and confusion superlative. Such thoughts do not flower forth amid the blare of trumpets, the

booming of cannons, nor the rattle of musketry. Noise is never conducive to big thinking. Noise may produce fleeting, kaleidoscopic impressions, but only in repose can these impressions be condensed and crystallized into profound consecutive thinking. St. Paul, great as he was, needed quiet as the fertile soil in which to grow his big thoughts. And when we think over his big thoughts after him, we, too, need quiet, repose, and serenity.

The man who would emulate the sublime loafer will do well to go far out into the vast forest and sit with his back against a tree. There he will be free to commune with bigness and thus grow big inside. There he will be far away from the rattle, the clanking, and the roar of traffic, out of hearing of screeching engines and rumbling trains, and out of sight of the artificial, the ugly, and the bizarre. There he will not need to be subservient to conventions nor yield obedience to man-made customs but can hold communion with realities, the great trees about him that have withstood the buffeting of storms for a century, the sky bending above, the symphony of sounds in the foliage above him, the stream which is prophetic of an ocean off somewhere, and with space itself, illimitable, immutable space. Here he can be free to send his thoughts out upon excursions, to the sun, the moon, and the stars, and contemplate infinity with all its implications. Here he will not be hedged about with conventions and artifice but will be free. Or he might seek a sheltered nook among the life-boats on the upper deck of an ocean liner whence he could gain a full view of the sea as it spreads on and on beyond human ken. There he could let his thoughts strain out and out in their efforts to compute immensity. In such a computation the multiplication table would seem futile, for such a quest would disdain feet and inches. There are no fractions in infinity. There is naught but vastness. Or, again, he might lie upon his back under the canopy of the night sky and let his thoughts make journeys among the stars. He might reflect that a journey in an airplane at one hundred miles an hour would require more than forty years to reach the planet Mars and that even then he would still be in the ante-room of space. Inevitably he would speculate as to the number of these stars, as to their size, as to their origin, and as to the source of their light. The sublime loafer never need to feel lonely with a sky full of stars as his companions and play-fellows, and need never suffer from ennui or boredom.

When the child shows a penchant for sublime loafing, dreaming of space, of sky, and of the infinities, the teacher assumes a grave responsibility who would pull him back from such contemplation. The Lord God said to Moses in the presence of the Burning Bush, "Take off the shoes from off thy feet, for the ground on which thou standest is holy ground."

—F. B. PEARSON,
Courtesy Ohio Schools.

What Is the Worth of a Diary Record?

A Nursery School Symposium

A DIARY record is of worth to me as a guide to procedure, as a piece of teaching technique, and as a research instrument.

For the sake of clarity, it seems advisable to preface any detailed discussion of these values with such a definition of terms as will provide a common basis for that discussion.

For the purpose of this paper, a diary record is taken to be an objective recounting, in chronological order, of all of the elements of a given activity or series of activities. The term objective is understood to mean the recording of events as they occur with an effort to avoid interpretation or any attempt to state the significance, motive, or meaning involved in the act, therefore reducing to a minimum the use of interpretative words. Two types of diaries will be considered in the discussion, the diary showing activities of an individual, either child or teacher, and the diary showing activities of a group.

While the technique of diary recording is still being perfected and the possibilities of the use of the diary still being explored, yet, as has been said before, it has already proved of value, first as a guide to procedure, second as a piece of teaching technique, and third as a research instrument.

As a guide to procedure. If, as we believe, education is growth, then the prime function of the educator is to provide the conditions wherein the most desirable growth for each individual,

either child or adult, may take place. It is obvious that there must be some guide for such procedure. The diary record of the individual child or teacher has proved invaluable as one such guide. Being an objective record of activity it furnishes the photographic picture of observable behavior which must of necessity be the starting point if the conditions for individual growth are to be provided. Being impersonal, objective, uncolored by the subjective interpretation of the observer it shows each element of the activity in its proper relationship to every other element. It gives thus an accurate record to which constant reference may be made for necessary data to determine the best procedure to pursue.

Supplementing the diaries of individual activity, is the diary of group activity which shows the social integration of a group, the reaction of member to member, the interrelationship of children and teacher, and the response to material aspects of the environment, thus again providing the basic data for determining worthwhile leads to be developed, information to be supplied, materials to be provided, and technique to be followed.

From the standpoint then of a teacher of children or of a supervisor of teaching situations, wherever the observable behavior of an individual or group is to be the point of contact, the diary record seems to be one of the most valuable instruments thus far developed.

As a piece of teaching technique. While as has been shown, the objective record of individual or group activity is a valuable guide to procedure, it is obviously impossible for every classroom teacher to make such records. It becomes necessary then for her to possess that skill in observation which shall make it possible for her through the scientific nature of that observation to approximate the desirable qualities of the diary record.

As a means of helping prospective teachers to acquire this technique, diary recording has been found to be of inestimable value. Calling as it does for concentrated and sustained attention to a given activity, it helps the student to form the habit of being alertly conscious of every element of an activity. Furthermore, the recording of each step of an activity as it takes place almost of necessity develops a tendency to suspend judgment until all observable data is at hand. The need for accurate recording without interpretation gradually develops the ability to observe without injecting personal emotional reactions into the situations. It tends also to produce that attitude of objective impersonality toward observable behavior which leads to the consideration of its reconditioning or modification from a scientific rather than a subjective standpoint.

Above all, it removes the emphasis from units of subject-matter-to-be-imposed to units of observable behavior of individuals in relation to others, which alone can be the starting point of the curriculum maker who would provide for the growth of each individual.

As an instrument of research. In any research where the observable activity of individuals is the basis for study, diary

records which are the objective evidence of that activity, have been found to be of the utmost value. They have been analyzed to show teaching techniques. They have been used to determine curriculum content. They have been used as bases for evaluating the functioning of the curriculum. They have been used in numberless other ways. In fact, their use as research data is limited only by the variety of situations recorded, by the objectivity of the record, and by the insight of the research worker.

To summarize, the use of the diary whether as a guide to further procedure, or as a means of training in scientific observation or as data for research studies seems to be limited only by the skill of the user.

GRACE LANGDON.

A diary record, if faithfully and consistently made serves the double purpose of furnishing data concerning a child's behavior and of training his adult sponsor in exact, objective observation of this behavior. In spite of our knowledge of modern experimental methods and regardless of the honesty of our intentions, all parents, nurses, and teachers of children are prone to generalize upon too few instances of the exhibition of a given trait. One outburst of rage, one snatching of another child's toys, may lead the unwary to say "John has an uncontrolled temper and is very selfish and unsocial." A diary which sets forth his behavior from day to day may show that he shares his toys more often than he appropriates those of others, and that it takes considerable provocation to throw him into a tantrum.

Perhaps no other method as yet devised is so well adapted to securing a

picture of the changes in attitude and response which young children are exhibiting in a given environment, as for example, that of the Nursery School. Its usefulness, however, is in direct ratio to the objectivity of the reports.

It is essential that the diariest learn to report not her interpretations of the child's behavior, as "Betty was jealous when Jane joined the group and tried to drive her out." We want to know just what Betty did. Other facts may reveal emotions other than jealousy as motivating Betty's behavior. Likewise reports that "Jane is talking more" give us little help. We must know how much more, and under what conditions.

Adults dealing with children will find the diary method of inestimable value in helping them to view the child objectively and to divorce their own emotions from the situation. Most children suffer from the over-emotional attitude with which adults view and treat them. Too much loving anxiety is probably more detrimental to children,

child's behavior can be a sovereign means of helping parent, nurse, or teacher to analyze her own emotional



—Washington Child Research Center

trends and make certain wholesome changes in her treatment of the child in question.

ELIZABETH L. WOODS.

It may mean much—it may mean very little! This is an age of records, outlines, and an accumulation of data of all kinds about the little child. Some of it is useful, some interesting, and some merely a waste of time and paper.

The important thing to me is to know just *why* the records are wanted, *who* is to use them, and for *what* they are to be used.

A teacher recently came to me with a great pile of records—the result of a year's work with a group of fifteen pre-school children—which she showed me with great pride. She had one helper. She felt that the records were all-important, and she had taken such complete, if somewhat incoherent and unsystematized, records of what went on in school each day, of what each child said and did, that it was difficult to see how



—Washington Child Research Center

and certainly more universal, than too great indifference to them and their behavior. The making of a diary of a

much time was left for the training and education of the children!



—Washington Child Research Center

Records and diary I feel must be kept in proportion; they are a means to an end and not an end in themselves.

Records that are to be used for research must be very accurate and complete and should be made by someone who is trained in making scientific observations, and who is doing that alone. A teacher working with children probably cannot make observations of adequate accuracy and still do her job.

Records giving an all-round picture of the child are needed before advice and help can be given to parents about an individual child's behavior difficulties.

Those of us who are working with little children in their preschool years are realizing more and more how many mistakes we can make in our methods in school and in our treatment of difficult

behavior in children if we have only a one-sided knowledge of them as we see them from day to day in school.

RECORDS TO WHICH THE TEACHER NEEDS ACCESS

As teachers, then, we must demand more information of the kind that will help us to round out the educational opportunities and experiences that we want for the children, and to understand the personalities and behavior of individual children in the school. Such information would be obtained by the various members of a school staff or by various specialists in their respective fields. These records should include as many data as possible about the child (under the following headings),



—Washington Child Research Center

and should be available to and used by the teacher.

1. *Heredity.*

2. *Home background*, kind of home, number of children in home, space for play, whether there is a nurse or maid in charge of the child, whether there are too few or too many toys.

3. *Experiences* that the child has had. Travel, visits from home. Does he know mountain, sea, lake, country, or city? This kind of information is needed to plan an intelligent school program for the child.

4. The child's *physical condition* from a physician and his physical habits from his parents. Has he limitations? Is he under- or over-weight? Does he need special treatment, more food, sleep, rest, or activity? This should be known by the teacher so that she can check up each child each day on the routine records in the school, which are kept by nurse and assistants, and which include records of bowel movements at home and at school, food eaten at home and at school, and amount of sleep at home and at school. This knowledge we need in order that the child may receive proper physical care at school and at home.

5. *Mental level* of each child, as far as we are able to judge it by such tests as we now have. This information is of great help to the teacher, enabling her to know what to expect in ability from each child.

6. *Personality* records of each child, including the observations of others.

WHAT RECORDS SHOULD A TEACHER HERSELF KEEP?

Record keeping by the teacher is not always easy; she must keep well in mind that her purpose in keeping them is to enable her to see more clearly:

1. Character and personality development of each child—progress in the development of abilities and interests, and in social adjustment and responsibility.

2. What kind of daily program the children are experiencing, by checking on the materials used in the school, projects started, stories, poems, health talks, subjects discussed, nature work, art work. This will enable the teacher to keep a well-balanced program of activities in the school.

HOW CAN THE NURSERY SCHOOL TEACHER KEEP HER DIARY?

Some teachers find it convenient to keep two books at the same time and to keep in them two types of records.

In one book, each day, perhaps during the nap period when the children are asleep, and while the events of the morning are still fresh in her mind, she can jot down all the significant sayings and doings of individual children, and make notes on difficult behavior and how it was dealt with. Several pages should be reserved for each child, and afterward a consecutive study made of the child's development in activity and behavior during the week.

In another book, at the end of the day, a diary should be kept of the exact program carried out in the school that day: what news was brought by the children; what subjects were discussed; rhythms, stories, health talks, exercises, songs, and games used; what projects were developed; what occupations were introduced; what equipment and toys were used by the children.

Such a record will help the teacher to check herself and to keep a well-rounded program during the school year. From such simple, careful, and conscientious records much help can be obtained by the teacher which can be handed on to the parents and to specialists studying the children.

WINIFRED HARLEY.

A Report Card in the Making

KATE KELLY

Assistant Director, Elementary Education, Des Moines, Iowa

AMONG the many traditions that have become a more or less fixed part of school procedure, probably not one has held higher place among the scourges of childhood than report cards. The mysterious 1's, 2's, 5's, or A's, B's, D's have meant little more to the child than a source of approval or disapproval from his parents and teachers. Every teacher who knows what tragedies trifles may be to children and who has felt her heart beat faster when an eager little face looks appealingly up to hers as cards are distributed and says, "Did I get a '1' this time?" has wished there were no such things as report cards. Every mother who has seen her child's card filled with 3's and 4's or C's and D's while a neighbor across the street has proudly displayed a card bearing 1's and 2's or A's and B's, has felt that either the teacher was careless or unfair in her distribution of grades or that Johnny should be made to "work harder." Many private schools have found it possible to abolish report cards entirely, substituting detailed record sheets of the child's reactions which are kept on file from year to year and used as a basis for a cumulative study by parents and teachers working cooperatively. That is an ideal procedure but unfortunately not practical at the present time for most public school systems. Our problem here is not whether or not we shall have report

cards but what kind of report card will help both teachers and parents to view each child in terms of his growth in right attitudes toward himself and the world around him, and in right habits of living harmoniously in a social group, as well as in terms of his growth in the skills involved in learning specific units of subject matter. In Des Moines, we have not solved the problem. Although we have only begun to study it seriously, yet we are more conscious at each step of the urgent need for some type of record which will be constructive and meaningful to teachers and parents and which will express a more progressive educational philosophy.

When a committee was appointed by the superintendent to study the question for the elementary schools, the teachers in first and second grades accepted the task of making a careful study of the type of record which would in some measure give to the parent the kind of report which he should have concerning his child and which would at the same time direct the teacher's attention to essential factors in the child's growth.

These are the steps which we have taken thus far in our study:

I. The following letter with the attached blank was sent to every teacher in first and second grades—approximately 200—in January, 1928, after a meeting with the group at which the problem was discussed.

To all first and second grade teachers:

All of us are tremendously interested in the problem of report cards for young children. I am desirous that each of you shall have an opportunity to think this problem through very carefully and to contribute to the study being made by a committee of elementary principals.

As a member of the committee on report cards, it has seemed to me that your contribution will be most helpful. Therefore, I have prepared the attached blanks as the first step in the study. Please do the following things:

1. Read the questions very carefully and keep them in mind as you work with children and parents.

mittee which will add to a further study of the problem, please list those on a separate sheet headed "Suggestions to the Committee on Report Cards."

(Signed) Kate Kelly.

ACCOMPANYING BLANK

Points to consider in a study of report cards for first and second grade children:

1. What are the advantages report cards may serve in Grades I and II?
 - A. To the children themselves?¹
 - B. To the parents?
 - C. To the teacher?
 - D. To the principal?



A CALCIMINE ILLUSTRATION OF PRIMITIVE LIFE, DONE ON A POOR AND OTHERWISE USELESS BLACKBOARD

2. Do not write anything in these blanks until you are ready to hand them in.
3. Keep a separate sheet of paper for each question and jot down the items that occur to you from day to day.
4. Discuss each or any question with anyone you like as often as you desire.
5. When you fill the blanks, *please do it alone* so the expression will be *yours individually*.
6. Return the blanks with *every question answered* by the messenger on *February 14*. If you have suggestions to make to the com-

2. What are the disadvantages of report cards in Grades I and II?
 - A. To the children themselves?
 - B. To the parents?
 - C. To the teacher?
 - D. To the principal?
3. What items should be considered in rating children in the — class of — grade?

¹ Blanks numbered 1, 2, 3 allowed (on original form) for answers to each question.

A. Attitudes

Toward school

Is cheerful and happy always
(for example)²

Skills:

Language

(Oral) Is able to make himself
understood by speaking

PAPER CUTTING, CLAY, AND SAND TABLE WORK GROWING OUT OF THE STUDY OF CAVE MEN

Toward himself

Toward his companions

Toward the teacher

Toward his parents

Toward his own possessions

Toward the possessions of others

Toward animals and insects

B. Habits

Personal

Keeps hands clean without being
reminded (for example)

Social

Always willing to wait his turn
(for example)

Mental

Thinks a problem through care-
fully before starting it (for
example)

Work

Puts all materials away in order
when work is finished (for
example)rather than by pointing or
motioning (for example)(Written) Is able to write or
print his name legibly (for
example)

Fine and Industrial Art

Has ideas to express and
shows desire and some
ability to portray them
(for example)

Music

Shows pleasure in singing by
suggesting songs pre-
viously learned (for
example)

Physical Education

Is able to skip on both feet
(for example)

Reading

(Interest in reading) Shows
pleasure in handling books
and looking at pictures
(for example)

(Readiness in learning to read)

Is able to associate ideas with
symbols (for example)

²Varying number of blanks allowed (in original form) for listing items in each classification.

(Reading habits) Sees words in groups, not as single units (for example)

(Reading skills) Can quickly find the phrase or word that answers a question (for example)

II. When these lists were returned, they were consolidated into one composite list for each A and B class of the two grades by committees of teachers.

III. All duplications were eliminated from each composite list by committees of teachers.

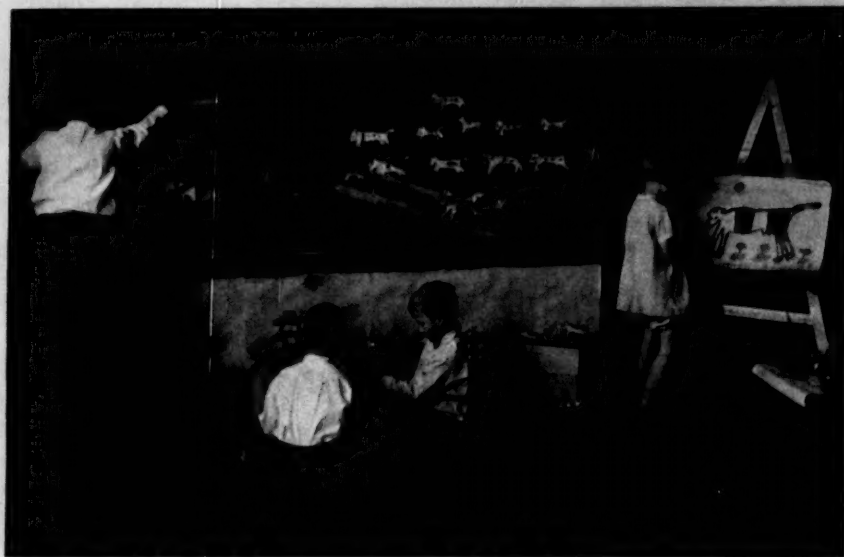
IV. All obscure and too-general statements were eliminated from the lists by committees of teachers.

V. A committee of seven teachers, known as a coördinating committee, combined the separate lists for A and B classes in the two grades into one com-

list to make them uniform in style. They omitted the classifications under "Attitudes" because they had already served the purpose for which they were intended, which was to help teachers think in more specific terms. When this had been done, the list comprised seventeen attitudes; four habits listed as personal; thirteen habits listed under work and study; twenty attitudes, habits, and skills in reading; eight skills in language; three skills in fine and industrial arts; three in music; and five in physical education.

VI. One copy of the revised list was sent to each building with the following request:

In order to reduce the amount of further work to be done by this committee, there is being sent *one* copy of this material to each



CALCIMINE PAINT, CLAY WOOD AND TOOLS INTERPRET FARM LIFE

posite list for both grades and eliminated duplications. This committee then reworded the statements in the composite

building rather than a copy for each primary teacher. Will all the primary teachers get together and do these things:

1. Pool your judgments as to the 10 state-

ments under "Attitudes" which you consider most important and *cross out those which in your judgment should be omitted.*

2. Leave the 4 personal habits unchecked. These will be retained as stated.

3. Pool your judgments as to the 8 most important "Work and Study Habits" and *cross out those which in your judgment should be omitted.*

4. Pool your judgments as to the 12 most important statements under "Reading" and *cross out the others.*

5. The items under "Language," "Music," "Art," and "Physical Education" will be retained as stated.

6. Write the name of your school at the top of each sheet so the committee may know when all records are in.

7. Return the sheets to the committee by mail on or before Friday, September 28.

These sheets were returned to the coordinating committee. This committee then combined the judgments of the teachers as expressed on the sheets. The following list states the attitudes, habits, and skills which the group as a whole considered most worthy of our attention:

1. Attitudes

Is cheerful and happy
Is interested in assisting in school duties and activities
Is willing to assume leadership
Is willing to follow the lead of another
Is happy at the success of his companions
Is willing to wait his turn
Is interested in carrying his share of responsibility during the teacher's absence
Is willing to share his possessions with others
Is interested in caring for his possessions properly
Is careful when using the possessions of others

2. Habits

Personal:

Keeps teeth, hands, and nails clean
Keeps fingers from nose and mouth
Uses handkerchief when necessary
Covers mouth when coughing or sneezing

Work and Study:

Listens without interrupting
Shows consideration for and courtesy toward others
Obeys promptly when he understands what is expected
Carries out directions fairly accurately
Asks questions to obtain needed information
Starts and finishes work promptly
Depends upon himself in working out a problem
Puts materials away when work is completed

3. School Subjects

Reading:

Shows an interest in books, pictures, and bulletin notices
Reads voluntarily during free time
Shows a desire to contribute to blackboard and chart reading
Is able to recall similar situations from other stories
Is able to visualize scenes and characters in a story
Reads without lip movement
Reads without pointing
Handles and cares for books properly
Sees words in groups
Is able to find a word or phrase in answer to a question

Language:

(Oral) Speaks distinctly in a pleasant well pitched voice
Makes himself understood by speaking rather than by motioning or pointing
Tells his own experiences in an interesting way
Is able to answer a question definitely
(Written) Prints or writes his own name legibly
Arranges his work neatly on paper
Uses large, free movement in writing
Is able to write two or three short sentences independently

Fine and Industrial Arts:

Has ideas to express and shows desire and some ability to portray them
Expresses ideas through different media
Shows ingenuity in adapting tools and materials to his needs

Music:

Enjoys singing with the group
Has a high, clear voice
Is able to sing with the group

Physical Education:

- Is able to interpret story plays
- Is able to recognize right and left
- Is able to interpret simple music rhythmically, e.g., hop, skip, or run to music
- Is able to climb up and down apparatus without falling
- Is able to throw, catch, and bounce a ball with reasonable accuracy.

The coördinating committee of primary teachers is now ready to present the following recommendation to the committee of elementary principals and

fore, suggest that a booklet be prepared which shall serve as a report to the parents and which shall provide a form for rating the attitudes, habits, and skills which are listed above. We also recommend most earnestly that instead of rating in 1's, 2's, 3's, 4's, 5's or A's, B's, C's, D's, and E's we be permitted to use the words Always, Usually, and Seldom, realizing fully that marks are only relative at best.

"This booklet should include the



PUTTING AWAY MATERIALS AND CLEARING THE ROOM AFTER THE WORK PERIOD

supervisors who were appointed to study the problem of report card revision:

"We feel that this material which has resulted from our study of report cards will be most valuable in measuring each child's growth and will help us as teachers to better know the needs and attainments of the children. At the same time, we feel that if parents could know along what lines we are attempting to record the growth of their children they would better understand. We, there-

following explanation to parents: On this report card you will find a record of the growth of your child in terms of attitudes, habits, and skills. We feel that his attitudes and habits, the way he feels, thinks, and acts about things are of just as much importance in his adjustment to life as his skill in reading, in writing, or in language.

"Learning how to read is made up of more than one skill and we are attempting to measure his progress in each of

the skills which it is necessary that he have if he is to become an efficient reader. This is equally true of each of the school subjects.

"Realizing that each child is different from all others we hope that through this report card we will come to better understand the needs and attainments of each one and that you will better understand the work which we are attempting to do.

(Explanation of Report Card: A—Always, U—Usually, S—Seldom.)

"In every group of children the greater number do average work. There are, however, two other classes, those who are particularly strong, and those who because of immaturity, illness, or irregular attendance are weaker. If you find your child checked "U," it means that he is doing work which is average and which is ordinarily satisfactory. If he is checked "A," it means that his work is better than average. If he is checked "S," it does not mean that he is failing but that he is probably doing the best work possible for him under existing conditions. It does mean that there is special need for improvement. Will you please talk this over with the teacher immediately in order that the child may receive every possible help from both the school and the home."

While we would like very much to have the form of record for the first and second grade children as suggested by the primary teachers, we recognize the desirability of a certain amount of uniformity throughout the elementary school, hence some minor changes may be necessary. Because our Courses of

Study in spelling and arithmetic are being revised at the present time, we have not included those subjects for rating. They will probably be added during the year. We may find also that we need to differentiate more between the work of first and second grades.

Incomplete as it is, we feel that our work thus far has yielded rich returns. In the first place, it has provided an incentive and an opportunity for each teacher to think in concrete terms of the purposes which report cards should serve and to consider carefully all the attitudes, habits, and skills which she deems of importance in the children she teaches.

In the second place, each teacher has worked on one of the committees consolidating the individual lists. This work provided opportunity to compare and discuss the different points of view and the variety of interpretations expressed in the lists.

In the third place, in voting on the attitudes, habits, and skills which were to be accepted as those *most* desirable, each teacher was forced to weigh values carefully in terms of her philosophy of education. Throughout the study, we have asked ourselves individually and as a group, *What price marks?* We have tried to think of *educational results in terms of continuous growth rather than quick and exhibitable products* and we have tried to devise a simple and definite record which will invite parents to work with us in making the first years of the child's school an experience in happy and wholesome living.

It is the close observation of little things which is the secret of success in business, in art, in science, and every pursuit in life.

—S. SMILES

Character Training

AGNESS BOYSEN

Lyndale School, Minneapolis

TODAY we all recognize that the greatest need in education is character training. We realize that the reason many of our boys and girls have not succeeded in fulfilling the obligations of a well ordered life has been a lack of right ideals and standards.

We have come to realize also that the public school is the one institution which is able to reach all individuals regardless of color, race, or creed. Many homes have not the understanding or the desire to instill high ideals. The churches and Sunday Schools reach a very small percentage of our children and so this work must be taken over by our teachers if the integrity and morals of the people of this great democracy are to be sustained.

Within the hands of the public school teacher lies the future of this country. It is a trite saying but nevertheless true. And do they shirk this new and tremendous responsibility? Not at all. As in the past they are thoughtfully, unselfishly, and sincerely reaching forth for inspiration, stimulation, and education for putting these new requirements into operation. This is the first fundamental necessity in this work; that the teacher be thoroughly convinced of the importance of character development and that she herself has a fine enough character to be able to instill fundamental principles in the minds of her children. Only an honest teacher can

teach honesty, only a teacher with poise can teach self control, and only the wise teacher can teach judgment. Shall it not be a most necessary requirement of the future, that only men and women of the highest type of character shall be appointed as teachers?

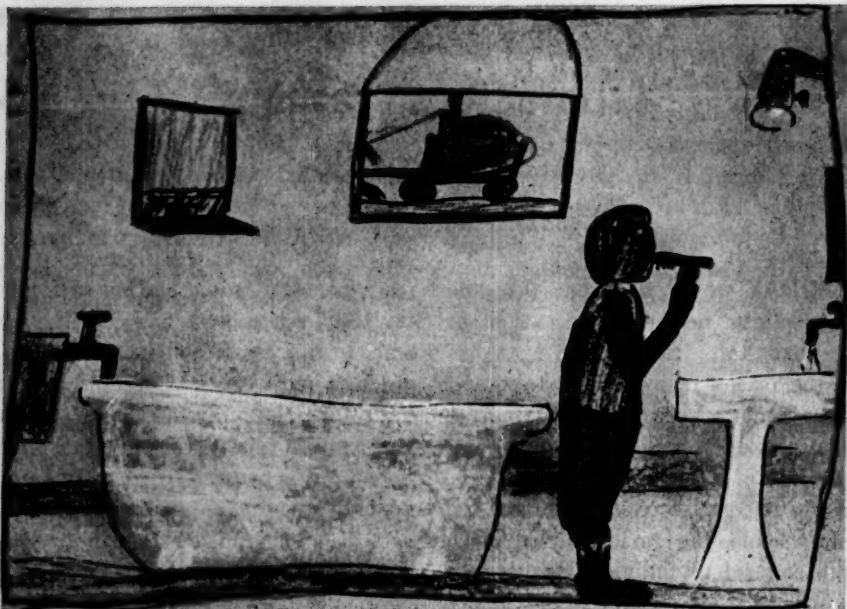
Shall not the requirements in character be as exacting as those in intellect? The combination is ideal but if only one may be had, let it be character.

Look out into the world and see who succeeds. I think we all agree that a successful person is the one who most benefits mankind. Who is the person who makes a happy home, a fine wife or mother, a splendid husband or father, a good neighbor, a desirable citizen? Is it the one of a strong character or an outstanding intellect?

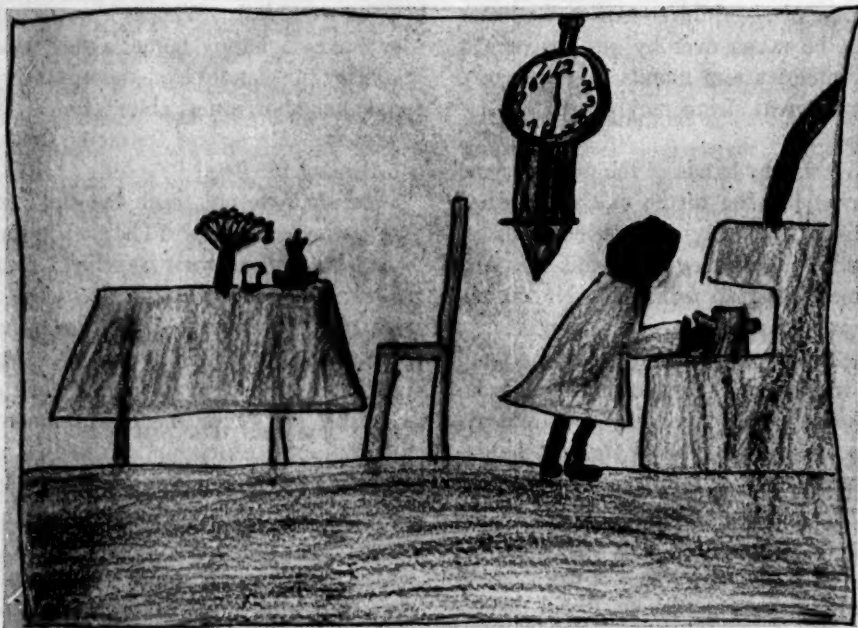
Then shall we not teach the children that character is first? They will soon realize, as well as their teachers, that growth in character brings the desire to grow in every worthy way, including scholarship.

It is as necessary to have concrete ways and means for the establishment of a character education course in our schools as for the correct procedures in the development of reading or arithmetic.

The wise teacher desires to put this work into practice but it is not fair to expect her to sandwich it in during odd moments or between classes. The char-



I brush my teeth every morning. I want clean healthy teeth. They need to be brushed twice every day. (3B)



Mary's mother is not well. Mary is making her some tea. She likes to take care of her mother. (3B)

acter work must be a part of every lesson of the day, and the teacher must have constant suggestions and inspiration to proceed with a well organized conception of introducing and maintaining it.

Following is a brief account of the experiment which has been in operation for three years in the Lyndale School, Minneapolis. It has ceased to be an experiment. Every teacher in the building will tell you that it would be impossible to return to the old method of teaching and marking.

For two years in our various conferences, our group at the Lyndale School discussed the needs in education before we took any definite action. We considered, first, the business world. We interviewed many prominent business men, asking their opinions concerning the reasons boys and girls were not making good. The following statements were among their answers: "They lack in responsibility." "When they finish a job they expect someone to give them another, rather than being alert and finding one for themselves." "They want to be told what to do and when to do it." "It seems necessary for someone to stand over them continually so that they will not waste time." Another reason given by practically all was, "They do not cooperate." I asked if they ever dismissed a boy because he was poor in arithmetic, spelling, or writing. They all smiled at this and shook their heads, and asserted that if "the boy was on the job and pleasant and not afraid to work, they were willing to take care of the other things."

At about this time, the teachers began to ask if it would be possible to add character traits to the report cards. I was glad to have them experiment. We added responsibility, service, courtesy,

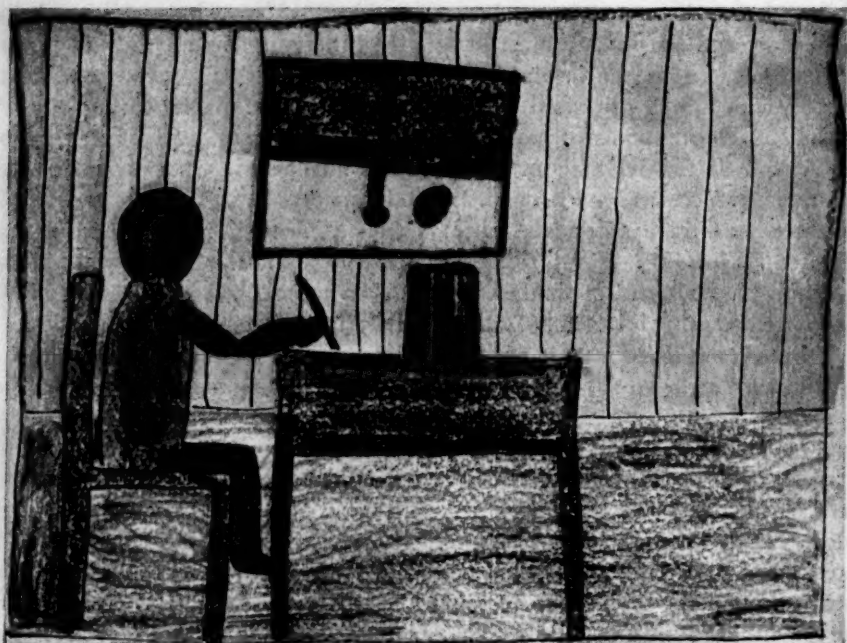
and leadership. These additions helped the children. The majority of parents, however, were still uninterested in the marks of these qualifications.

I opened the question of a report card with no marks in academic subjects and all marks in character traits. The teachers were of one mind and desirous of trying out this experiment at once. When school opened in the fall of 1925, they immediately expressed a desire to try out this type of report card.

At a building meeting we listed every desirable character trait and finally grouped them under the ten headings: Reliability, obedience, industry, self-control, social attitudes, judgment, punctuality, initiative, personal habits, thrift. The teachers were then divided into groups to form committees to define these character traits in terms which the children would understand. These requirements were taken off with the mimeograph, and each child as far down as the second grade made a booklet. Each page in this booklet is headed with a character trait and below are listed the ways of expressing it.

After we had taken these preliminary steps, we called the parents together for the first Parent-Teacher Association meeting of the year and explained to them what we had planned to do.

We asked them to cooperate with us for at least one term, and as usual they were willing to give us their cordial support. We gave them as many details that evening as we thought necessary and outlined situations which might puzzle them. One thing we emphasized was that they must not expect too much of the children. We asked them to consider whether or not they, themselves, could be marked "A" in all of the character traits. We told them that we



John is doing his number work. He wants to be smart. He is doing it without his mother telling him to. (2A)



Jean saw a blind lady crossing the street. Jean ran out and helped her. The blind lady said, "Thank you." (3A)

were sure that we could not be, and told them that it was unreasonable to expect children to do more than we could do. We suggested that they go over the booklets carefully with the children, helping them to understand how to express these qualities, and when a child came home with a low mark, instead of upbraiding him, to check up on the character trait, see where the difficulty was, and find ways to correct it.

The day came when we sent out our first report cards. The teachers had stated previously that it would be impossible to mark these cards out of school hours as they had heretofore, as they desired to mark them with the help of the children. This seemed to be a decided step in advance. The teachers took at least two half-days having individual conferences with the children.

For two weeks after the first report cards were issued, we did nothing but talk to parents. We had the pleasure of meeting some that we had never seen before. When a boy gets an "F" in arithmetic his father regrets it, but an "F" in reliability is quite another matter. He is either annoyed at the boy, or resentful at the one who gave the mark. In either case it produced some satisfactory conferences.

As the report cards continued to be issued, complaints grew less, and encouraging comments began to pour in. The comments which pleased us most were those which stated that the children had improved greatly at home. This we felt and continue to feel is the most satisfactory outcome of all. It is not difficult to get children to do the right thing in a school building where a score of people are continually advising and directing. The real test is the conduct of boys and girls on the street, in the cor-

ner store, and at home. If the ideals we are teaching in the public schools can carry into these places, then we are indeed making a contribution.

Parents stated that children were asking if they were reliable at home, and were requesting to know ways in which they might express it. They were playing with brothers and sisters and neighbors harmoniously because their social attitudes must be right. Those who had always refused vegetables were asking for them because it showed good judgment. They were insisting upon going to bed at eight for the same reason. These are not a few detached cases. It began to be general over the entire building because we were giving just as much credit for work outside as in school. Fathers asked for extra booklets to take on the road with them in order to study them, and many said to me, "These are just as good for business as school work," which was the exact comment we were delighted to have.

No doubt some will be interested in what occurred in scholarship, and I am glad to say that the Lyndale advanced in scholarship beyond anything it had ever done in the old system of marking. We were all so thoroughly convinced that growth in character would produce growth in scholarship that we were not surprised when this occurred.

Acquisition of subject matter is necessary, but it must be the means to the end and not the end in itself. Dr. McMurry, in *Elementary School Standards*, states: "In instruction in the higher plane, facts are comprehended, remembered; they cannot be neglected because they are the raw material with which instruction deals. But they are mainly the means, not the end in themselves. Efficiency on the part of the pupils is the goal;

The work in art is most interesting and helpful. In a second grade room not long ago, the topic for the day was "Ways of Showing Reliability." There were language stories on this subject

and also reading lessons, and the last hour the children made illustrations. There was a drawing of a little girl sweeping the floor. Another little girl was washing dishes. A boy was dusting. Another picture illustrated the teacher being out of the room and each child very industrious. Still another picture showed the children at the drinking fountain, their little hands close to their sides. It was explained that the day before some child had pushed.

The work in character training will always express the individuality and sincerity of the teacher, even to a greater degree than the work in academic subject matter did. It will be successful according to her interest and also according to the freedom that she is allowed in expressing herself. She must be left entirely free and unhampered in order to manifest in her classroom the finest qualities and expressions of her own character. She must not be made to feel humiliated because her children have not stood high in certain achievement tests. She must make her

contribution in showing that her children are growing daily in reliability, consideration of others, and the ability to think for themselves; and a desire to work because they see value in the work, not because they are afraid that they may not be promoted.

As I watch some of these fine earnest workers introducing the character training work in countless interesting ways, rejoicing that at last they may teach and express the highest of principles, I am reminded of that Greatest of all Teachers who gathered His flock about Him and taught the simple Truths of righteous living. He was not concerned with methods nor achievement tests. He was only concerned that they live and teach God-given principles. He gave them this remarkable Truth, "Seek you first the Kingdom of God, and His righteousness; and all these things shall be added unto you."

After many centuries we are feebly awakening to this great principle, in education, and at last beginning to put it into practice.

OBEDIENCE

I must obey the law of God, which is to do right.

I must obey all right requests quickly, promptly, and pleasantly.

I must obey the Golden Rule.

I must strictly obey all laws of my City, Home, School, State, and Country.

I must help to teach others that all laws must be enforced for the good of our country.

I must obey these in order to be a good Son or Daughter, Neighbor, Scholar, and Citizen.

RELIABILITY

- I must learn to think honestly.
- I must never tell anything untrue or let anyone think anything untrue about me.
- I must do right when I am alone and there is no one to tell me what to do, as well as when others are with me.
- I must not give nor take unfair help.
- I must not be afraid to tell my teacher what I do not know, so that she can help me.
- I must not take anything belonging to someone else.
- I must not exaggerate.
- I must be dependable.
- I must be honorable.
- I must never let other people influence me to do wrong.
- I must have strength enough to say "no" when urged to do wrong.
- I must handle responsibilities now so that later I can fill positions of responsibility for my country.

JUDGMENT

- I must be wise in the use of materials.
- I must use good judgment at the drinking fountains.
- I must use judgment in leaving the room.
- I must exercise most careful judgment in crossing streets.
- I must be sensible on the play grounds.
- I must wear the proper wraps when needed without being told.
- I must use my recess periods in running, walking, or playing games, getting plenty of fresh air.
- I must give careful thought to the use of my leisure time.
- I must use it either to benefit myself or someone else.
- I must not spend it in unwise reading nor watching worthless movies.
- I must read at least one good book a month.
- I must go to bed at an early hour so that I will be ready for work the next day.
- I must eat the right food so I will grow strong.
- I must not drink coffee nor tea, nor establish any habit which is not thrifty and desirable.
- I must be forming opinions of what real success is.
- I must be shaping my character to conform with these opinions.
- I must learn to express good judgment so that others will have confidence in my opinions.
- I must always be quiet and sensible, and use good judgment in situations in which there is danger.
- I must never be absent from school unless it is absolutely necessary.

PUNCTUALITY

- I must try always to be on time, not too late nor too early.
- I must try never to ask to be excused early for anything except illness.
- I must begin my work at once when assigned.
- I must have my papers in at exactly the time they are required.
- I must keep all appointments, never expecting anyone to wait for me.
- I must immediately walk toward the building when the bell rings.
- I must go at once when my mother calls me.
- I must never expect others to wait for me to get ready.
- I must go directly home after school unless I have had permission from my mother or teacher to do otherwise.

Helping the Language Handicapped

FRANCES GIDDINGS

University of California at Los Angeles

MANY California schools are working with the problem of teaching children in the first grade who have had little or no experience with the English language. In most cases their first contact with the language is when they enter the first grade. In the schools of Los Angeles alone there are seventy-five rooms of these children in the first grade who come from non-English speaking homes. A definite need, therefore, exists for a developmental program of activities for these language handicapped children. They should be given wide experiences related to their interests which will enable them to hear and use English words in close association with their meanings.

TYPICAL HOME CONDITIONS

Unattractive home environment

1. Average house without modern conveniences
 - Size—one or two rooms
 - Plumbing—
 - 28 per cent with no sinks
 - 32 per cent with no lavatories
 - 79 per cent with no bathrooms
 - Heating, light, and ventilation poor
 - Furniture
 - Only a few pieces, usually no chairs
 - Shrine of the Virgin
 - Decorations
 - Potted plants
 - Fresh and artificial flowers
 - Colorful advertisements on the walls
2. Family life not conducive to appropriate child training
 - Large families

No English spoken

Kindness of parents to children though negligent in matters pertaining to their general welfare

Lack of discipline

No responsibilities required of children at home

Woman as well as man chief provider

Careless spending of money in recreations

3. Food highly seasoned responsible for physical disorders

Peppers

Chili Concarne

Enchilades

Frijoles

Strong black coffee

4. Laboring conditions not helpful in promoting child welfare

Type of labor

72 per cent of all employed Mexicans unskilled laborers

14 per cent of all employed Mexicans skilled laborers

7 per cent of all employed Mexicans in professions

7 per cent of all employed Mexicans unaccountable

Occupations—types

Work in brickyards

Work in Pacific Electric Shops

Work in packing houses

Work on street construction

Wage average of three-fifty a day

Limited meaningful experiences

1. Inadequate linguistic experience
 - Poor Spanish only language spoken in home
 - Paucity of conversation
2. Meagerness of materials through which to express ideas in concrete form
3. Lack of yard space for spontaneous play experiences

Few special talents

1. Music

Play musical instruments
Have pleasing voices
Dance well

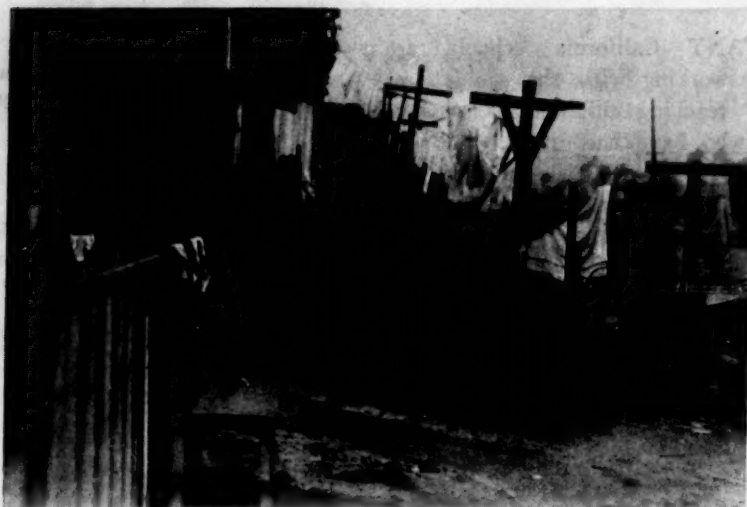
2. Art

Paint well
Do nice needlework

"A relatively wide speaking vocabulary which enables them to recognize quickly the meaning of words and groups of words.

"Accuracy in enunciation and pronunciation which insures right habits in the first reading experiences and eliminates the need of corrective exercises later.

"A genuine desire to read, which aids in the



HOME "BACKGROUNDS"

NEEDED MEANINGFUL BACKGROUND FOR READING¹

"Wide experience, provided in harmony with the interests of children and preparing them to understand the stories and activities about which they will read.

"Reasonable facility in the use of ideas; that is, ability to make use of past experience and information in conversation, in solving simple problems, and in thinking clearly about the content of what they read.

"Sufficient command of simple English sentences to enable pupils to speak with ease and freedom. This in turn aids them in anticipating the meaning of passages and in reading fluently.

¹ Quotation from Report of the National Committee on Reading, Twenty-fourth Yearbook of the National Society for the Study of Education, Part 1, p. 26.

interpretation of passages and which supplies motives that carry pupils through many difficult periods."

SCHOOL ENVIRONMENT TO PROVIDE IT

Adequately trained teachers

1. With understanding of child growth and development
2. With ability to build meaningful concepts
3. With thorough comprehension of the necessity for building concepts before the presentation of symbols

Progressive supervising principals

1. With sympathetic understanding of their problems
2. With ability to create situations which provide opportunity for children in each grade for:

Participation in activities for good of school
Opportunity to practice oral expression

Classroom, equipment and supplies

1. Classroom
 - Sufficient size to permit of group activities
 - Movable chairs and tables
 - Proper lighting and ventilation
2. Equipment and supplies adequate for the expression of their ideas
 - Large blocks
 - Work bench and tools
 - Piano if possible
 - Materials and supplies, similar to those provided for the Los Angeles kindergartens by the city department

Daily Program

(Based on the children's language needs. Provision for a flexible program to include enterprises which help the children to associate meanings with the spoken word.)

1. Spontaneous conversation
 - Lunch
 - Play
 - Freework period
 - Excursions
2. Group discussions about things of interest
 - In connection with excursions
 - In connection with nature study
 - In connection with industrial arts
 - In connection with oral speech period
 - Special attention to enunciation and pronunciation
 - Correct practice with repetition
3. Stories, poems, and songs
4. Freedom of expression in industrial arts
5. Freedom of expression in developing rhythms
6. Self-chosen occupation period
 - Constructive
 - Experimental
 - Dramatic
 - Observation of browsing table books
7. Incidental reading experience

LANGUAGE ACQUISITIONS THROUGH DEVELOPMENTAL ACTIVITIES²

Furnishing a playhouse³

1. Situations out of which the activity arose
 - The home activity was started first of all

² The additional activities "Going to the Beach," "Observing and Caring for Living Things," and "Interpreting Music" were fully outlined in the original report; the development being similar to the two examples cited here.

by the showing of pictures of homes and pictures of the members of the family

Next, the children were taken on an excursion to see a house that was being built

Lastly, some new dolls were dressed and were given to the children to play with

2. Activities leading out of these situations

Discussing their homes

From their discussions of pictures and of observations at home, they named the members of their family as mother, father, sister, brother and baby. They learned a song about the family in which each member helps. When asked to watch at home in order to tell what the mother, father, and children do, they made these suggestions.

What My Mother Does:

- My mother washes the clothes.
- My mother scrubs the floor.
- My mother takes care of the baby.
- My mother sews.
- My mother cooks.
- My mother picks flowers from the garden.

What My Father Does:

- My father brings in wood for the stove.
- My father takes care of the yard.
- My father works to get money.

How I Help at Home:

- I help my father carry wood.
- I wash the dishes.
- I help my mother scrub the floor.
- I take care of the baby.
- I go to the store.

Making Furniture for the Playhouse

The discussion of the house observed called their attention to their own playhouse which needed furnishing. Immediately the boys decided that they would make the furniture, and mentioned chairs, a table, a stove, a bed, and a piano. When asked if they had in their homes a big chair in which two people could sit, several boys said, "Yes, I have it." A daven-

³ Activity carried on in a first grade at the Bridge Street School by student teachers from the University of California at Los Angeles—Grace J. Yonge, Milly M. Theal, directed by Alice B. Hill, training teacher.

port was then discussed and added to the list. A dresser was described as something with drawers in it for clothes and with a looking-glass on the top. Some recognized it and said, "Me have it" or "Yes, I have it at my house." One boy said, "We need some dishes for our house."



A MOTHER "AT HOME"

From the suggestion that if they had dishes they would need some place to put them, developed the idea of the cupboard.

The next day there was a great influx of boxes. The children discussed their possibilities with the teacher. Robert found a box that would make a good bed. Carlos, with a great many motions and words showed how the box could be made to rock back and forth. Juan wanted to make the davenport, and he asked if Adolpho could help him, "Adolpho, he be my partner." Then Jose and William decided to make the piano; Ricardo and Eleno the stove. Real construction began the next day. The materials included green, black, and white paint. Our tools were; saws, hammers, three sizes of nails, a plane, and yard sticks. Those who made the nicest furniture were allowed to paint it. Chairs, a cupboard, and a bed were painted. Ricardo and Eleno found a box with a knot hole in it for a stove. When asked what the hole was for, they said, "For the chimney." Eleno found sticks for the four legs while Ricardo sawed out part of one side and put a

bottom on the box. When asked what that was for, he said, "To cook the cakes and bread." How to put a door on the oven, was a real problem. The next day Ricardo brought pieces of leather which he and Eleno used to hang the door. Joe's table required a great deal of measuring. After struggling with fastening the legs to a box with sides knocked out and with making braces between the legs, he was greatly elated when he could say, "I finish my table. I want to paint it." While painting, the children were taught to be neat and careful. They would often say when they had been unusually neat, "I a good painter."

Sewing for the new dolls

When the teacher remarked that the dolls had only one dress apiece every girl was fired with the desire to make the dolls other outfits.

In order to dress the dolls or do other sewing, it was suggested that materials and a sewing box and needlebook for each little girl would be needed. When asked "Why?" they said, "Needles too little.—Needles get lost.—Needles stick in you." So the talk turned on safety rules for needles, pins, and scissors. Each child was then given a shoe box with a large plainly written card bearing her name pasted on it.

Materials for the doll dresses were discussed. Cotton, silk, wool, linen were shown and examined. The one thing they were sure of, was that they wanted the doll's dresses of cotton material like their own. Pink, lavender, and green gingham were chosen, also some blue and yellow Japanese crepe.

The question, "How shall we cut the dresses?" brought random suggestions which showed that not one had any clear idea of how to go about it. So the need of a pattern arose. A sheet of wrapping paper was folded and the folded edge was held under the doll's chin. In answer to the question, "How long shall we make the dress?" all stood up and examined their skirts. No one knew the English for "knees." When asked, "Shall we make the doll's dress to her knees?" several objected, saying that they wanted to make bloomers "to show." At this point, while examining her dress, Ofelia discovered the hem. When the girls examined their skirts they discovered that a proper doll dress must have a hem, and the length must be added to, sufficiently, to admit

of a good sized "turn up" at the bottom. The paper pattern was cut off by one child at the place agreed upon by the group. When a cry went up for "sleeves," they decided to hold the doll's arms up and cut out underneath. Immediately the girls developed patterns of their own for the various sized dolls. As Mary had brought a tiny doll of her own, she had much enjoyment in cutting "little" patterns for it. The bloomer pattern was developed in a manner similar to the working out of the dress pattern. Considerable individuality was shown in the choice of colors, in materials and in the style of the dress regarding the length of sleeves and the closing of the neck.

Sewing for the playhouse

When the doll was put into the bed which was made by the boys, several girls said, "No blanket, no sleep." They were questioned in regard to the bedding. By laying her cheek on her folded hands and closing her eyes, Ofelia demonstrated that a pillow was necessary. Magdalena knew that there should be two sheets. With some green and white cheese cloth a quilt was started. Lupi and Catalina cut the sheets the proper size. Several children cut newspapers to stuff the mattress. When the boys finished two little chairs, cretonne with rabbit pictures was cut for cushions.

Making a rag rug for the playhouse

When the children were asked how they would like to make a large rug for their play-

house, they were very enthusiastic. Having finished their furniture, Joe, Eleno, and Ricardo took hammers, saws, and nails, and measured, marked, sawed, and nailed pieces of wood together into a large frame. The nails were hammered partially in and the children were shown how these would serve to string the loom. When the large loom was discussed, the children found some old white cloth in the closet which they decided to dye green to match the doll furniture. Magdalena and Mercedes dyed the cloth, tore it into strips, and wound it into balls. When the boys strung the large loom with jute, they started their weaving.

Making dishes for the playhouse

When the playhouse neared completion, a little table and empty cupboard seemed to require dishes. A plate, cup, and saucer, obtained from the school cafeteria, served as an incentive for conversation. After their names and uses were emphasized, the children took balls of clay and developed shapes which resembled plates, bowls, and cups. After these were dry, they were painted yellow and placed in the sunny window.

Playing in their playhouse

Just before Easter the playhouse was completed. The dolls in their bright new dresses were seated on the chairs and davenport, the dishes were placed on the table and a little jar of flowers was added for decoration. The



FURNITURE FOR THE PLAYHOUSE

children were delighted with their handiwork and began to carry on their various household activities.



OLD RAGS FOR NEW RAGS

Enjoying stories through the use of concrete material⁴

At first the children were shown pictures illustrating the stories used, but later in "Little Half-Chick" they were shown little cotton chickens. As they heard the story told they saw how Little Half-Chick was put into a pan to be boiled and how the wind carried him out of it and away. They loved the chickens and the pan and asked for "the cooking part again."

When "The Three Billy Goats Gruff" was

told, illustrations in a primer were used. The children, however, did not seem quite satisfied with them; so when it was told again, a little boy came to the board and drew the bridge, another the hillside and grass, and another put the goats in. Child participation produced an illustration which they found satisfactory. With this a crepe paper "troll" stuffed with cotton gave a clear conception of the story.

When the story, "The Peddler and His Caps," was told, the teacher had a large, black bag for the peddler's sack, from which, as she told the story, she pulled crepe paper caps of all colors. They were fascinated by the bag and caps and were delighted with the story. The next day they made caps for themselves out of red, green, blue, orange, and pink crepe paper. One child was selected to be the peddler and the rest were monkeys. The peddler started out with his sack full of caps and fell asleep beneath the trees where the monkeys were hiding. The children worked out a very clever dramatization which helped them to understand and visualize the story. They took turns being the peddler and played it over and over again.

The most elaborate illustrations were made for the story of "Little Black Sambo." It was told first using illustrations from "Black Sambo" by Eulalie. They are very good pictures but small. Since it was difficult to find larger separate pictures, the teacher made three dolls to represent the characters: Little Black Sambo, Black Mumbo, and Black Jumbo; and to complete the personnel of the story, four stuffed tigers.

The story was told again, showing the dolls, one at a time, as they appeared in the story, and demonstrating the use of the accessories—pail, skillet, and umbrella. The story was as real to them as though it had been their own experience. They can tell it with as much dramatic feeling and more fervor than the teacher.

OUTCOMES—DEVELOPMENT AND LANGUAGE GAINS

Attention is called to the fact that these are outcomes of experiences which have been selected to illustrate a variety of purposeful activities. From all of these activities certain increased ability in language has been achieved. Especially in the expression of ideas in natural situations and in enunciation and pronunciation. These gains are not included in the following outcomes because they have been so fully developed in the descriptions.

⁴ Activity carried on in a first grade at the Bridge Street School by a student teacher—Marion L. Parker, directed by Agatha Kirby, training teacher.

Furnishing a playhouse

1. Meaningful background

Ideals and requirements for a home, a house, a bed, an outfit of clothing
Standards for the care of one's clothing, one's home, one's bed.
Understanding of materials, colors, and textures.

2. Outgrowths in terms of habits and skills

The ability to:

Handle materials and tools properly
(cut a pattern, turn a hem, sew straight, make simple measurements)

Care for materials and tools

Repair rips and lost buttons

Be economical in regard to materials

Help others to measure and to cut out patterns

Clean hands before touching dainty materials

Share with others,—patterns, thimbles, etc.

Clean up when through with work

Be independent in undertaking a simple problem, in finding one's own materials, and in threading needles, in tying knots, in sawing wood, etc.

Wait for tools

Appreciate the members of one's own family

Say, "please," "excuse me," and "thank you"

3. Enlargement of vocabulary

Words actually learned through the activity

bed	dye	pint
bloomers	floor	plate
blanket	furniture	rag rug
chairs	green	saucer
chimney	hem	scissors
cleans	house	sews
clothes	irons	scrubs
cooks	lavendar	silk
cotton	linen	skirt
cup	mattress	sleeves
davenport	needles	stove
door	oven	table
dress	pattern	wash
dresser	piano	wool
	pillow	work

Enjoying stories through the use of concrete material

1. Meaningful background—(An understanding of content of stories through the use of concrete materials)

Recognition of a story about a central character

Identification of themselves with the principal characters



CUSHIONS ON ORANGE CRATES = COMFORT

2. Outgrowths in terms of habits and skills

The ability to:

Comprehend, enjoy, and appreciate good stories

Appreciate humor

Give enjoyment to others by telling the stories to each other, to their families, and back to the teacher

Appreciate illustrations

Express ideas in concrete form (Illustrate ideas with crayons or fresco paints, Dramatize important parts of stories, reproduce story orally in own words)

3. Enlargement of vocabulary

Words actually learned through the activity

bag	Black Jumbo
boiled	bridge
cap	pail
grass	chickens
hillside	Half-Chick
Black Mumbo	jungle
Little Black Sambo	monkeys
pan	skillet
tigers	troll
umbrella	

Social Adjustment Through Kindergarten Training¹

ADA S. WOOLFOLK

Family Welfare Society, Atlanta, Georgia

THE Family Welfare Society of Atlanta, Georgia, through an intensive study that had been made of the children in the families under its care, was able to render a valuable service to all the children in the community. After the kindergartens had operated helpfully as a part of the public school system for several years, need of curtailment somewhere in the program was necessitated by the financial situation. To some of the business men concerned with working out the best plan for meeting the emergency, the kindergartens, latest addition to the developing program, seemed the natural and least disastrous curtailment.

It is generally conceded by the school officials, that actual facts afforded by the Family Welfare Society, based on a study of the value of kindergarten training to little children handicapped by their home environment, was an effective influence in preserving the public school kindergartens for the children of Atlanta.

Several years before the establishment of free kindergartens in the city, the Family Welfare Society as a part of its program of family rehabilitation, had

made a study of the mental development of the children in 300 of its families, including in the study all the children in each family from five to sixteen years of age. All resources available for the improvement of physical, social, and educational conditions affecting the child were brought into play through the services of the social worker. Frequently children giving indications of marked improvement or deterioration, were retested. The volume of information thus acquired brought to light many interesting facts of value to the field of child and family welfare.

One of the most significant things brought out by a comparative study of children of various age groups in these families, was the marked increase in mental retardation among the older children, and the tendency of very bright little children to deteriorate mentally, the deterioration beginning in many cases, before the seventh year.

Terman in his study of the distribution of intelligence of 905 unselected children from 5 to 14 years old,² has set a standard for the measurement of representative American childhood. In graph I the divergence between the distribution of I.Q.'s of the children between 5 and 7, and those between 13 and 14 under care

¹ A more detailed report by Miss Woolfolk "The Mental Growth of the Pre-School Child in the Dependent Family" appears in the *Georgia Educational Journal*, December, 1927.

² *The Measurement of Intelligence* by Lewis M. Terman.

ADJUSTMENT THROUGH KINDERGARTEN TRAINING 265

of the Family Welfare Society, is shown. The fair approximation of the curve for the little children to the Terman curve of the distribution of the intelligence quotients of unselected children from 5 to 14, is also apparent, while the graph for the older group of disadvantaged children loses all semblance of a curve until a redistribution of the I.Q.'s is made on a lower scale. Terman states that the I.Q.'s of the children of his study give a similar curve of distribution at the various age levels (graph A, I and II).

The actual educational experience of the children studied by the Family Welfare Society, sustained the facts brought out through the mental tests,—60 per cent of all the children were retarded in school placement. It was evident that factors other than that of mental development entered into the situation, for 57 per cent of these retarded children had a mental age of from 2 to 5 years above that normal for the school grade in which they were placed. They were too mature to be interested in the type of school work for which they were qualified. Lack of interest, continued failure to accomplish successfully the work of the grade lead to an early withdrawal from school. Permanently handicapped by a sense of failure, with no self-confidence with which to meet the challenge of a first job, with no understanding of their own ability or disability, with no qualification for any type of work, what future can await such children but a place within the ranks of unskilled labor, and the necessity of public relief for the families they may establish, at the first approach of unemployment, sickness, or any misfortune?

Such conditions are a challenge to

Family Welfare organizations. But without proper provision in the public school system to meet this situation, with all that its service may contribute to the family life of better health, better social and emotional adjustment, better home environment, the social agency is helpless before this problem of equipping the disadvantaged child for successful adult life.

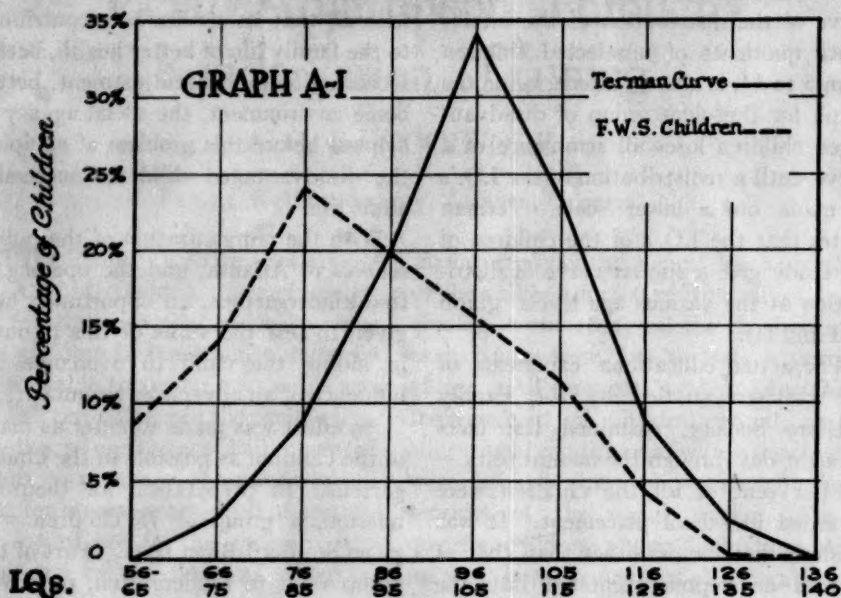
With the reorganization of the public schools of Atlanta, and the opening of free kindergartens, an opportunity was given to test the value of this resource in aiding the child to overcome the influence of an adverse environment.

An effort was made to enter as many of the children as possible in the kindergartens. In preparation for their admission, a group of 75 children were given Stanford-Binet tests. Part of this group went to kindergarten, part were unable to go. At the end of the school year the children were retested, and a comparison made of the results of the two tests in the case of those who did, and those who did not, have kindergarten training. In the interval between the tests, social treatment was afforded both groups of children. Without this service, the benefit to the children, measured in mental growth, would, undoubtedly, have been less marked. It was only in the case of those children who went to kindergarten that improvement in mental development was made during the year.

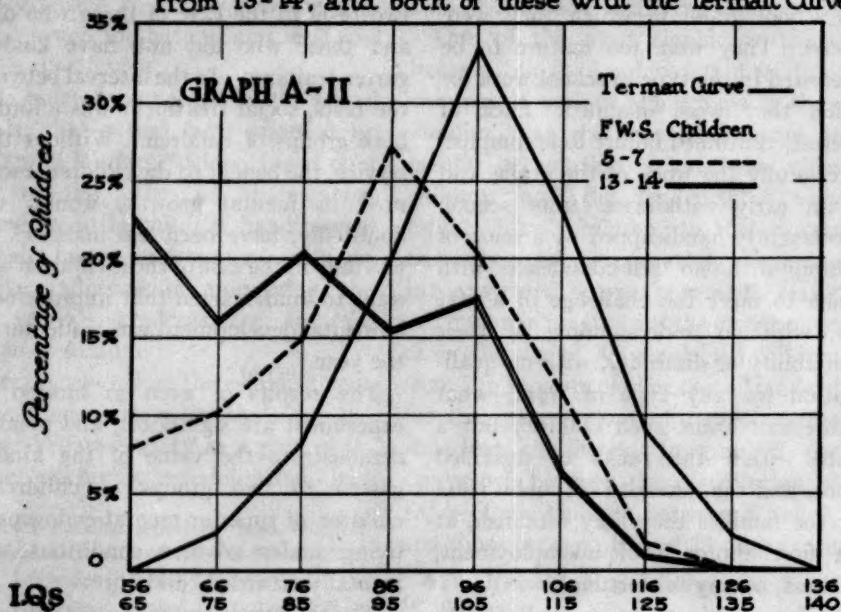
The results of even so limited an experiment are significant, and seem to demonstrate the value of the kindergarten to two groups of children—children of superior mental endowment, living under adverse conditions, and mentally retarded children.

The children of superior mentality who

Distribution of the I.Qs of 521-5-14 children under care of Family Welfare Society with Terman's curve of distribution of I.Qs of 905 unselected children.



Distribution of I.Qs of children between 5-7 in the group of 521 children with that of the children from 13-14, and both of these with the Terman Curve.



ADJUSTMENT THROUGH KINDERGARTEN TRAINING 267

GRAPH B I.



GRAPH B-I

The median child of the group of well-endowed children who went to kindergarten at the time of the preliminary test was 4 years and 11 months old, and had a mental age of 5 years and 6 months, and an I.Q. of 112.

At the time of the second test, following kindergarten training, this median child of the well-endowed group was 5 years and 11 months old, and had a mental age of 6 years and 9 months, and an I.Q. of 114. There had been no excessive mental development but a normal mental development of 1 year and 3 months during the year's interval. An analysis of the tests show that this improvement was well-rounded, well-balanced. A gain in ability was shown in 90% of all tests given.

GRAPH B II

The median child in the group of children of superior ability who did not go to kindergarten, at the time of the first test was 5 years and 6 months old, and had a mental age of 6 years and 8 months, an I.Q. of 121.

After an interval of 1 year and 4 months, when retested this median child at the age of 6 years and 10 months, had a mental age of 7 years. In a year and 4 months, she had made only 4 months of mental growth.



GRAPH B-II

GRAPH B III



GRAPH B III

The median child in the group of retarded children who went to kindergarten, at the time of the first test was 5 years and 9 months old, had a mental age of 4 years and 4 months and an I.Q. of 75.

After an interval of 1 year and 1 month, during which this group of children had kindergarten training, the median child at the age of 6 years and 10 months, had a mental age of 6 years and 2 months and an I.Q. of 90. In a year and 4 months she had made 1 year and 10 months of mental growth.

went to kindergarten, in the second test held their superior mental rating, while those of this type who did not go to kindergarten, secured a much lower I.Q. in the second test.

On the other hand, all the children who made a significant gain in mental rating in the second test, were the children, mentally retarded at the time of the first test, who later had kindergarten training. Classified according to the first test, these children ranged in intelligence from normal but retarded child, to those with I.Q.'s below 70. After the kindergarten experience, more than 50

per cent of these children ranked as children of superior or average ability, the remainder were normal but retarded in mental growth. There were none with I.Q.'s below 70.

The graphic presentation of the contrast in mental and chronological age of the median child in each group—well-endowed children who went to kindergarten, children of superior ability who did not go, and the retarded children with kindergarten training—will indicate the degree of improvement or deterioration shown in each group (graph B, I, II, and III).

"How old are you?" inquired the visitor of his host's little son.

"That is a difficult question," answered the young man, removing his spectacles and wiping them reflectively. "The latest personal survey shows my psychological age to be 12, my moral age 4, my anatomical age 7, and my physiological age 6. I suppose, however, that you refer to my chronological age. That is so old fashioned that I seldom think of it any more."

—*Exchange*

With the growth of the profession of education and the demand which the public has made for complete information concerning its schools, adequate pupil-accounting systems have become a fixture in many school systems. The records of individual communities have been amplified to the degree that will permit of complete sociological, psychological, and physical information concerning each child. A system of records and reports which will cement an entire state and even the nation in its educational undertakings and will bring about equalization of opportunity in education for all children has been recognized as one of the greatest needs.

—*Strayer and Engelhardt*

The Art of Order

AGNES DAY

Although we are concerned with attitudes, skills, and appreciations which are being developed while children work with materials, we must remember that important habits of work are involved—habits which may affect every phase of Fine and Industrial Arts.

It has been said that the first step of love of beauty is love of order. Whether this is true or not we do know that habits, either of orderliness or of disorderliness are bound to be formed. At the impressionable age, most children can be lead into ways of orderliness which may prove an asset when keener appreciations and greater skills are demanded. This orderliness does not necessarily mean that children would be less free to be original or to find joy in self expression and creative work. It does mean good habits of thinking—planning, organizing and caring for materials. One test of a good teacher is said to be the way her room looks as the children leave it.

The following suggestions are offered:

A definite place

1. For definite things, so that they may be found when needed, and then put back in place; e.g. clay in crock which is in a certain place.
2. For any new material of passing interest; e.g., horsechestnuts; a box placed for nuts as brought in and found when wanted.
3. For unfinished work; e.g., lockers or orange-crates may be made to serve this purpose.
4. For finished work; e.g., convenient to group when work is to be talked over.

A "pick-up" game spirit

After individuals have picked up ask anyone who sees anything out of order to stand up. Ask, in turn, what is seen. Commend each child as he puts things in place, e.g., cupboard

door shut, doll's corner in order, paper picked up from floor, cover on paste jar.

Committees for picking up

Commend good work done here.

After reading is begun, list names of committees on a chart or on the blackboard.

Privileges temporarily taken away because of abuse of materials; e.g., marking on blackboard with wax crayons,—no crayons for a few days.

Clean hands for good work.

Definite rules concerning care of materials.
e.g.,

Individuals place paper (unprinted or printed newspaper) on table before pasting materials.

Individuals take paste from jar in small quantities, putting it onto a 4-inch square of tagboard (smaller piece used in grades).

Use half of a slat for a paste stick—or a tongue depressor, slit lengthwise.

When through pasting, put paste left on tagboard back into jar, put this piece of tagboard into the waste-basket and put stick into a bowl of water ready for this purpose.

Sticks are washed and used again.

Individuals place paper (unprinted or printed newspaper) on table before using clay.

Clay left over, after work is done, should be rolled into a ball and put into the crock—newspaper, into waste-basket.

"House-keeping Rules," made by children, should be printed on a chart or on the blackboard—after reading is begun. E.g.,

Keep cover on paste jar.

Put all materials away in right places.

Pick up scraps from floor.

Walk carefully when carrying liquids.

Use materials without waste.

Carry scissors by the point.

Keep hands off other children's materials and work.

Dust pan and brush always in place and ready for use.

Cloth for wiping tables, always in place and ready for use.

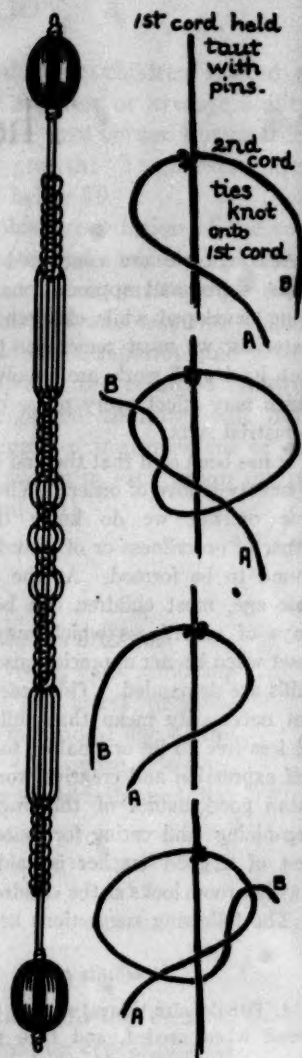
A *small mop* is very useful, especially in kindergarten (a clean cloth in it each day).



Two uses for Moldolith—the clay that turns to stone.

This material may be obtained at Milton Bradley and Co., school supplies, New York. \$.50 per lb. can, or at any school supply house, although the name of the material may be different. This material may be made with very little expense by mixing one part of dextrine with twenty of clay flour. Dextrine may be obtained at any drug store, \$.10 per lb.

1. Beads that do not break.
2. Heads and hands molded for puppets. These may be sewed onto rag doll bodies. In order to do this sewing, holes must be made with nails in the clay so that the needle may be put through conveniently.










Book Mark.











1st cord, 12"

2nd cord, $1\frac{3}{4}$ yd.












RECORD CHARTS FOR K'N. AND FIRST READER CHILDREN WHAT I CAN DRAW

							
Maria	x						
Josephine			x		x	x	
Silvia						x	
Alice	x						
Eva	x			x			
Marion	x	x					
Eva Louise							
Janet					x	x	
Vida							
Elizabeth	x	x		x			
Margaret				x			
Russell				x			

STORIES I CAN TELL

										
Maria	x		x		x					x
Josephine		x								
Silvia		x	x					x		
Alice								x		x
Eva	x						x			x
Marion				x						
Eva Louise							x			
Janet		x		x			x	x		x
Vida			x							x
Elizabeth										x
Vincent	x	x				x				x
Robert S.	x			x	x					
Sam D.					x	x				x

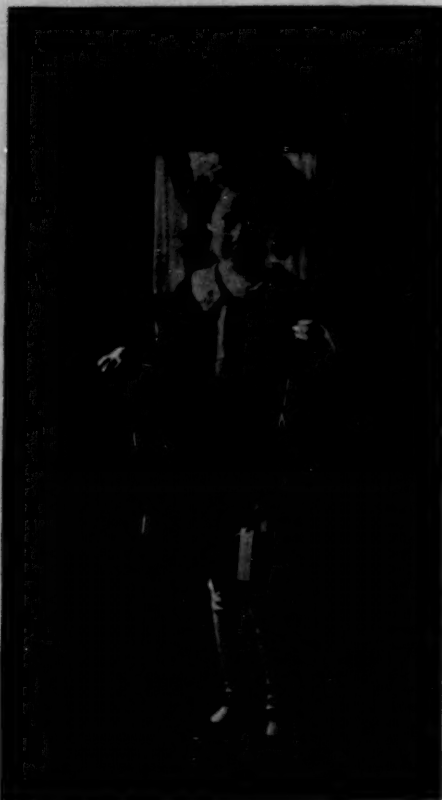
RIGHT HABITS OF WORK.

											
Maria	x			x					x		
Josephine		x						x			
Silvia	x				x					x	x
Alice			x	x				x		x	
Eva		x		x						x	
Marion		x			x	x					
Eva Louise	x			x			x			x	
Janet			x			x	x				x
Vida	x								x		x
Elizabeth			x		x		x			x	
Margaret	x	x	x	x			x	x			x
Russell	x		x		x		x			x	
Margaret						x					

The Teachers' Laboratory

Tags for Attainment

Last fall our kindergarten teachers took inventory as early as possible of the abilities and achievements of their children in order



TAG-DAY—AN INVENTORY OF ACHIEVEMENT

to discover individual needs and to interest each child in definite accomplishments.

They used for this purpose the following list of objectives:

1. I can put my wraps on alone.
2. I know my full name.
3. I can tie my shoes.
4. I know my address.

5. I come to school on time.
6. I know where all the materials are kept.
7. I can skip.
8. I know all the colors.
9. I am a clean housekeeper.
10. I know how to handle a book carefully.
11. I can use my scissors correctly.
12. I know when to say, "Please," "Excuse me," and "Thank you."
13. I can sing a song alone.
14. I can say — rhymes.
15. I can draw a good picture.
16. I know the names of — boys in our kindergarten.
17. I know the names of — girls in our kindergarten.
18. I can lead a game.
19. I know the names and can find the pictures of — domestic animals.
20. I know the names and can find the pictures of — wild animals.
21. I know the names of — songs.
22. I know the names of — stories.

The plan calls for new lists of objectives to be made out every eight weeks.

The objectives were printed separately on bright colored tags. As a child attained an objective he was given a tag. A child who could put on his wraps alone was given a tag which said, "I can put my wraps on alone." Each child was supplied with a key ring to hold his tags. These were punched at one end so they could be easily slipped on the ring. Hooks were conveniently placed in each room for holding the key rings.

Many valuable suggestions for later objectives came from the children themselves. When they were asked how they might be of more help around the room they suggested various ways such as "I can water the plants," "I can take care of the reading table" etc.

The children were keenly interested in working for tags and could enumerate the points for which they had received credit.

At the close of the first eight weeks of school, the children slipped their tags on colored strings to take home, and the key rings were ready for a new set of tags.

Typed copies of the objectives which had been outlined for the first eight weeks were sent to each parent. The teacher checked the child's attainments on each list to correspond to the tags on his key ring.

children. Taking the children into the records is an important factor, for it was a little boy who said, "Please don't let that woman follow around and put it down." When goals are not known to the learning child, an important means of stimulating him is lost. Simple records kept by the children help them to recognize and keep in mind their goals.



MAKING THEIR MARKS FOR ATTENDANCE

This check enabled the parent to measure the progress of his child and enlisted the cooperation of the home.

MARY MEIGHAN.

Child Chart-keepers

"What records can kindergarten children participate in," was the question that came to my mind when attempting to work out a record chart for children in the kindergarten. The parties most concerned in record making are the children; the teacher is a tool for the

The Kindergarten Attendance Chart was an outgrowth of the problem as stated above. Two charts are made each month, one for the girls and one for the boys, and are used by the children in the advanced kindergarten group.

Each chart is decorated in color and design appropriate to that particular month. The names are printed in large bold type on cardboard modelling paper. The squares on the paper are outlined in heavy lines; a pencil is fastened to the chart for marking. The children are encouraged to mark their

attendance immediately upon arrival as it gives them something definite to do before they take up the day's work.

The chart is an important factor in keeping up the attendance of the children from month to month. Incidentally they have learned to recognize their own names and also those of others.

HENRIETTA HARKEN.

An Aid to Child Study

This revision of the original St. Paul *Aid to Child Study*¹ is a more significant and usable form of workable stimulus. It represents the cooperative efforts of St. Paul kindergartners under the leadership of their supervisor, Sophie Champlin Borup.

In revising the record, thoughtful consideration was given to suggestions offered us by leaders in the field of Child Study—for example, the change in the heading "Oral Expression" to the less formal "Conversation" with sub-headings noting attitudes is significant. The latter, as Dr. Gesell suggested, "takes into account the sociability of the child, the spontaneity or inhibition of his conversational tendencies."

Our own appraisal of the record, which we had used for two years, led to other profitable changes. For example, we found the record too long for practical purposes, and therefore some items were eliminated. We agreed that more space should be given to notes since this space provides a place for important character traits that cannot be classified, and for noting the child's needs so that constructive plans may be made to meet these needs.

Time has prohibited the thorough analysis which we feel the record should have, therefore our revision is only a temporary one which we hope to supplement with future study. Our objective, however, remains the same—"To take our stand with the child and our departure from him; it is he and not subject matter which determine both quantity and quality of learning."²

GENEVIEVE SLATTERY.

¹ Presented in CHILDHOOD EDUCATION.

² John Dewey.

SAINT PAUL PUBLIC SCHOOLS

KINDERGARTEN DEPARTMENT,
Sophie Champlin Borup, Supervisor,

Name of Test	Date	M.A.	I.Q.

AN AID TO CHILD STUDY

(First Revision)

PURPOSE: To enable the teacher to better observe and understand the child and to further his development.

RECORD OF

Name.....
Address.....
Date of birth.....
Place of birth.....
Number of children in family.....
Child is youngest, middle, or oldest.....
Father's nationality.....
Mother's nationality.....
Father's occupation.....
Mother's occupation or special interest.....
School..... Entrance Date..... Class.....

PRE-SCHOOL LIFE OF CHILD—(Diseases, sleep, nutrition, behavior, handicap, etc.)

SIGNIFICANT PHASES OF HOME ENVIRONMENT.

Record those circumstances of the child's home life which might definitely affect his school attitudes. Information for last items may be gained from a personal visit to the home, mother's visit to school, observation of older brother and sister and talks with the child.

PHYSICAL, MENTAL AND SOCIAL REACTIONS TO SCHOOL LIFE

The marking represents only the teacher's judgment. Use any expression significant of the child's development. Keep in mind, when recording, that standards must be relative to child's age and experience.

Notes should include explanation of present situation, and constructive plans.

Notes should be dated.

ATTENDANCE

Does he attend school regularly?.....

Nov.	Jan.	March	June ³

Notes:

³ Form used for all other items listed below.

HEALTH

- Is he normal?
- Is he below par? If so in what way?
- Notes:

BODILY CONTROL

- Is his coördination normal?
- Is he clumsy?
- Does he relax?
- Notes:

ENERGY

- Is he over-active, never still?
- Is he normally active?
- Is he languid, slow, listless?
- Notes:

VOICE CONTROL

- Is his voice well placed, pleasing?
- Is it harsh? loud? shrill?
- Is it too low?
- Notes:

CONVERSATION

- Is he spontaneous?
- Is he inhibited?
- Notes:

HYGIENIC HABITS

- Has he clean personal habits?
- Does he cover cough and sneeze?
- Notes:

PLAY ATTITUDE

- Is his attitude happy and normal?
- Is attitude of group toward him normal?
- Does he prefer to play alone?
- Does he play fair?
- Notes:

SELF DEPENDENCE

- Does he take off and put on own wraps?
- Does he take care of wraps?
- Does he plan his own work?
- Does he find a way of doing things?
- Does he take care of materials?
- Does he persevere?
- Does he try to overcome difficulties?
- Is he willing to try?
- Notes:

EMOTIONS

- Is he easily excited?
- Is he easily discouraged?
- Is he timid?

Is he fearless:

- In physical situations?
- In moral situations?
- Is he too demonstrative?
- Is he a repressed type?
- Does he worry?
- Does he have tantrums?
- Notes:

RESPONSIBILITY

- Is he dependable?
- Does he appreciate the rights of others?
- Does he respect the rights of others?
- Notes:

LEADERSHIP

- Is he a constructive leader?
- Is he domineering?
- Is he too easily led?
- Notes:

MENTAL CAPACITY (Teacher's judgment)

- Is he superior?
- Is he average?
- Notes:

KINDNESS

- Is he willing to help others?
- Does he like to share with others?
- Has he courteous habits? (Good morning, please, thank you, excuse me.)
- Notes:

SENSE OF HUMOR

- Does he show it in play situations?
- Does he show it in stories?
- Does he only laugh at others' misfortunes?
- Notes:

CHARACTERISTIC INTERESTS—What has a special appeal?

- Physical activity?
- Investigation?
- Imaginative Play?
- Handwork?
- Music?
- Artistic Expression?
- Pictures?
- Books?
- Stories?
- Notes:

HANDICAPS**SPECIAL TALENTS**

GENEVIEVE SLATTERY.

The New and Notable

Announcement of the Yearbook of the National Society for the Study of Education

Preschool and Parental Education is the subject of the two volumes of the 1929 Yearbook of the National Society for the Study of Education. The Yearbook will be presented at the February Meeting of the Society which meets in Cleveland in connection with the Department of Superintendence of the National Education Association. The Committee in charge of the Yearbook is composed of Edna White, Director of the Merrill-Palmer School; Helen Thompson Woolley, Director of the Institute of Child Welfare Research, Columbia University; Patty Smith Hill, Professor of Education, Columbia University; Arnold Gesell, Director of the Yale Psycho-Clinic; Douglas Thom, Director of the Massachusetts Department of Mental Diseases; Bird T. Baldwin, (deceased), former Director of the Iowa Child Welfare Research Station; and Lois Hayden Meek, Educational Secretary of the American Association of University Women, chairman. This committee has been working for three years under a grant from the Laura Spelman Rockefeller Memorial and the Society.

Part I of the Yearbook is devoted to a discussion of the organization and development of the movement. It includes sections on General Considerations, The Organization of Education of Preschool Children, Provisions for Parental and Pre-parental Education and Professional Training of Leaders. There are two chapters which will be of unusual interest to teachers of young

children, the one on Nursery Schools and the one on the Kindergarten in Relation to Preschool and Parental Education. There are detailed reports from fourteen nursery schools written by the schools themselves and presenting not only a description of the activities and organization but also the basic philosophy underlying the procedures.

Research and Methods is the title of Part II. This volume gives a survey of research in child development in regard to physical growth, intellectual, motor, language, emotional and social development. The methods section attempts to combine the results of scientific investigations and best practice in a discussion of routine habits, play, art experiences, language, social development, and the backgrounds of scientific knowledge. Provisions for individual differences and the use of records as a means to education of young children are also discussed. Methods of educating parents are presented in three chapters which include a survey of what is being done, and a discussion of practical ways and means of educating parents and teachers to the value of mental and physical hygiene.

All of those who are concerned with the education of young children are invited to the two meetings in Cleveland. Part I will be presented on the evening of February 23th. The speakers on the program as tentatively arranged are Lois Hayden Meek, Helen Thompson Woolley, and Edna White. Part II will be presented Tuesday evening, February 26th. The speakers are Arnold Gesell, Patty Smith Hill, and Douglas A. Thom.

LOIS HAYDEN MEEK.

A Forward Step in the Articulation of Educational Units

Such in effect is to be the general topic for discussional programs at the meeting of the Department of Superintendence, February 25 to March 1, at Cleveland, Ohio.

Believing that the continuity of early training in pre-school, kindergarten and primary will best be emphasized by the united efforts and purposes of the groups representing each, a conference was called in Chicago early in June to discuss the matter.

Lois H. Meek, Chairman of the National Nursery School Committee, sent a representative; Caroline W. Barbour, President of the International Kindergarten Union and National Chairman of Kindergarten Supervisors and Training Teachers, sent a representative; and Julia L. Hahn, National Chairman of Council of Primary Education presided. Each board, previous to this meeting, had voted favorably upon the question of organizing a joint committee, with a unifying name, to present the programs at the Department of Superintendence. The consensus of opinion of the boards and the unanimous vote of the committee were for the name "*National Council of Childhood Education*" as most fairly representing the interests of all those concerned.

The tentative program as worked out by Miss Hahn and Miss Barbour is as follows:

The National Council of Childhood Education

Participating groups—

National Committee on Nursery Schools
—Lois Hayden Meek, Chairman.

National Council of Kindergarten Supervisors and Training Teachers—Caroline W. Barbour, Chairman.

National Council of Primary Education
—Julia Letheld Hahn, Chairman.

This group of representative organizations invites all fourth, fifth, and sixth grade teachers to participate.

First meeting, Tuesday, February 26, 2:00 to 4:00, will be held in the ballroom of Hotel Statler, with Julia L. Hahn presiding.

Topic: *Relation of Creative Education to the Science of Education.*

Frank N. Freeman, University of Chicago.

George S. Counts, Columbia University.

Five minute discussions: Edna Dean Baker; Lucy Gage; Harold Rugg; Alice Temple; Patty S. Hill.

Annual Business Meeting of the N. C. P. E. will be held Tuesday morning at 10:30 with Julia L. Hahn presiding. All members are urged to attend.

The luncheon-meeting will be held on Wednesday, February 27, at 12:30 in the ballroom, Hotel Statler, Caroline W. Barbour, presiding.

Topic: *Articulation of Educational Practices.*

Christine Heinig, Director Child Research Center, Washington, D. C. will discuss the nursery school, "The Beginning-Coördination of Home and School."

Mabel E. Simpson, Elementary Supervisor, Rochester, New York, will talk on "The Kindergarten Primary Unit—Coördination through Class Room Research."

James S. Tippet, University of Pittsburg, Pittsburg, Pa. will speak on "The Elementary School Unit—The Coördination of Theory and Practice throughout the Elementary Schools."

Brief discussions by speakers of experience will be given on home training and on better provision for the kindergarten-primary child in the rural school.

Is it not indeed a *Forward Step* that these groups have made toward the coördination of all the educational influences brought to bear upon the problems of early childhood education?

CAROLINE W. BARBOUR.

Book Reviews

Editor, ALICE TEMPLE

*Another Contribution from the Yale Psycho-Clinic.*¹ In this book Dr. Gesell applies the same methods to the study of the infant as were developed in "Mental Growth of the Pre-School Child." In Chapter I, the introduction, entitled "The Cycle of Mental Growth, Some Psycho-biological Aspects of Birth, Age and Maturity," there is a discussion of the relations of the mental growth cycle to the life cycle, and a discussion of the influence of infancy upon the mental growth cycle.

Part I is concerned with the "Observation of Infant Development." Interesting apparatus for providing segregation of the observer from the infants or children being studied is described, together with a discussion of methods of observation. In general, emphasis is placed upon "naturalistic or clinical observation."

One of the devices is a one way vision screen of sixteen mesh wire screen unpainted on one side and painted with several coats of white enamel on the other. The observer, on the unpainted side, sees what transpires on the other side without difficulty, while the children, due to the reflection of light from the painted side, see a white opaque surface. The second device consists of an observation compartment, or cubicle, which can be readily taken down or assembled, and which permits modifications in the arrangements of the walls and has various devices for suspending objects, presenting stimuli, etc. For infants a clinical crib on the same general plan is described. An elaborate photographic observatory developed by Professor H. M. Halverson,

somewhat like the dome of an astronomical observatory, but in which observations are made from without in, is described in detail. This can be illuminated effectively and permits the placing of either still or moving picture cameras on the arcs of the dome, so that photographs may be taken singly or simultaneously from any or several angles. Excellent pictures and diagrams of all the apparatus are presented.

The remainder of Part I is taken up with a discussion and presentation of results obtained by the "Comparative Method of Observation" which involves the simultaneous observation of two infants of different ages, as for examples a three and a four months old infant. The author thinks highly of this method. In the data presented there is little evidence that the apparatus so carefully described earlier in the book was used. The reports, which are hardly objective, are interspersed with interpretation of the behavior. An Infant Development recording schedule is presented with normative summaries for various developmental levels.

Part II, entitled "Genetic Studies of Infant Behavior" presents a series of reports and studies of particular problems in both normal and abnormal development. In Chapter VII entitled the "Tempo and Trend of Infant Development, A Summary of Mental Growth Studies of One Hundred Infants," there is to be found virtually all the statistical material in the book, of which there is very little. Strong emphasis is placed upon the predictive value of infant tests for later development, an emphasis hardly warranted by the data presented, in view of this significant statement which indicates that ordinary scientific precautions to insure independence of observation were

¹ Arnold Gesell, *Infancy and Human Growth*. New York: Macmillan Company, 1928. Pp. xviii + 418.

not taken: "As a matter of fact, the repeated examinations were made by the same examiners and it was our purpose to build up a cumulative familiarity with the child. In each instance, therefore, the last examination was brought into comparison with the results of the preceding examination. A new series of ratings was made and the data on the previous examination was used critically in the weighing of the succeeding examination." A table based upon averages of percentile deviations is presented, which is interpreted as showing a high degree of consistency in subsequent examinations.

There follows a discussion in very general terms of curve fitting for growth phenomena. The conclusion is reached that a logarithmic curve, based on total accrued percentages of developmental age, is the ideal curve. In the absence of statistical and tabular material one has to take this on faith.

In subsequent chapters normal and retarded development, symptoms of giftedness in infancy and accelerated development, atypical and pseudo-atypical growth complexes, the effect of glandular and nutritional factors in growth, twinning and growth regulation, and the mental growth of the premature infant are discussed mainly in terms of individual case histories. Of particular interest is the demonstration that rickets has only a transient retardational effect which disappears as the child grows older. In the discussion of the growth of the premature infant, the importance of correction for the amount of prematurity in the measurement of infants is stressed and a corrected developmental quotient described. The term "developmental quotient" is used throughout the book in place of the standard term "intelligence quotient."

Part III deals with the "Significance of Infancy." After a comparison of human infancy with infancy in various animals in the course of which an interesting comparative test of a monkey and children is presented, the problem of heredity in relation

to human growth is discussed. The book closes with a discussion of the clinical prediction of human growth and the importance of growth as a medical and social concept.

Although the book contains many philosophic and literary references, there is an almost complete absence of reference to the scientific literature now available on infancy, even such an excellent piece of work as that of Mary Cover Jones being ignored.

As a whole, the book represents a substantial contribution to the literature. It opens up many vistas for the future and cannot fail to be both stimulating and suggestive of many problems to the scientific worker.

JOHN E. ANDERSON,
The University of Minnesota.

*An experiment in prekindergarten education.*¹ The nursery school is so new an institution in this country that the literature pertaining to it has been confined chiefly to brief reports and discussions in educational journals. All those interested in the nursery school movement will welcome, therefore, the first complete report of an experiment in this field* which has extended over a period of eight years. The nursery school which Miss Johnson describes has been associated with the Bureau of Educational Experiments, New York City. This school is unusual in that it enrolls only eight children, from 14 to 36 months of age, while the staff consists of a director, two other full time teachers, and one part time teacher who prepares and serves the meals.

Part I, in its first section, deals with the author's point of view concerning "two growth impulses—the impulse to be active and the impulse to experiment." The educational program of the nursery school is planned primarily in terms of affording opportunity for the wholesome development of these impulses. "There are procedures

* Harriet M. Johnson. *Children in the Nursery School*. New York: The John Day Company, 1928. Pp. xx + 325.

which we expect our children to learn; there are skills in dealing with the materials which we hope they will acquire; but most of all we are concerned with their developing an attitude of readiness to act, which is characteristic of the creative, dynamic personality" (p. 11). Hence the children are encouraged to imitate and carry forward their own activities within the limits necessarily set by the physical and social environments. In the second section of Part I, Habits and Conventions, the author distinguishes sharply between the fields within which children may experiment profitably under supervision, and those in which they must be habituated to certain types of behavior. They may, for example, explore all the possibilities of kiddy cars, but they may not deal experimentally with their food.

Part II is devoted to the planning of the environments, both physical and social, and discusses the activities of the children in relation to the play materials and to the children and adults who make up the group. It includes also the observation of language forms and procedure with reference to language development.

Part III, about half of the entire volume, describes the methods of keeping records of children's growth. These records include charts for recording behavior in regard to sleep, food, elimination, etc., and also detailed reports of children's observed responses to the various forms of play equipment, to the other children and teachers, and their growth in language and rhythms. The recorded observations are "the source material—the evidence on which we rely to check up on statements regarding individual children, and also regarding facts of growth" (p. 313). Out of this mass of carefully recorded observations of children's responses from day to day for eight years, Miss Johnson and her co-workers have developed the educational philosophy and working procedure for the education of small children, which is presented in Parts I and II of the book.

In Part IV, which is a brief summary and

conclusion, the author states her belief concerning the values of such nursery school experience as she has described as follows: "My conclusion is that they (the children) are leading productive lives. They are learning to live happily away from intimate contact with the family, whose concerns are most emotionally bound up with theirs; they are establishing control over their own bodies so that they approach the physical environment with readiness and confidence; they are learning to route themselves through a day with the least possible amount of direction and dictation; they are establishing interests which they can explore independently, and they are learning to share the life of a social group, to modify their demands upon the world in relation to their fellows, and to appreciate the compensations as well as the restrictions that social living implies with the result that their emotional lives are functioning on a normal level" (pp. 314-315).

In reading this book one is impressed with the scientific attitude of the author toward her problem, and her sincerity of purpose. Everyone interested in nursery school education, and especially those engaged in nursery school teaching, should give the volume careful study. It is a distinct contribution to the field.

ALICE TEMPLE,
University of Chicago.

*Mental hygiene in the classroom.*³ Teachers are increasingly conscious of their responsibility for fostering good physical habits with children, but are usually not as keenly aware of the need for fostering those habits and attitudes that assure good mental health. The mental hygiene movement lays a salutary emphasis on this latter point, but unfortunately, mental hygiene is often associated in the teacher's mind with abnormal behavior problems having some obscure Freudian cause, intelligible only to

³ Lawrence Augustus Averill. *The Hygiene of Instruction*. Houghton Mifflin Company, 1928. Pp. xiv + 386. \$2.00.

a psychiatrist. Lawrence A. Averill's recent book, *The Hygiene of Instruction*,¹ is particularly valuable because it dissipates this idea by removing mental hygiene from the realm of the remote, the mystical and the abnormal and showing it to be a matter of every day activities, attitudes, and relationships. Such schoolroom problems are discussed as: wrong mental set towards work, pseudo-fatigue that is due to boredom, the deceitfulness that results from seeming conformity, the problem of the lazy child, the irresponsible child, the selfish child. No teacher can read the searching diagnoses of these cases without realizing that problems of mental hygiene confront her daily and that responsibility for prevention and reeducation cannot be delegated to the specialist alone, but must be met by the teacher herself in her daily contacts with the children.

From the stimulating chapters that make up this book, it is difficult to single out a few for special comment when so many of them merit it. The chapter *Habit and the Conditioned Reflex* contains some vivid examples of the conditioned reflex and its implication in explaining irrational behavior and aiding reeducation. Throughout the book the author's approach to the field of mental hygiene is psychological rather than psychiatric and his able discussion of the conditioned reflex is basic.

The chapter on *The Gifted Child* should not be overlooked. It concludes with some significant recommendations of the author's. He stresses the importance of wise preschool and early school handling of gifted children, the necessity for the early selection and special education of such children. He sounds a note of warning against undue acceleration, the need for experimental schools devoted to this problem and finally, the necessity for a positive health program and more emphasis on the social-moral education of all gifted children.

Another notable chapter is called *The New Education*. In this, the author sees education emerging from the statistical era with a keen sense of the diagnostic values of tests

in determining the educational strength or weakness of the individual child, but with comparative indifference to individual differences other than educational. Dr. Averill says, "We have, in brief, magnified the intellectual side of a pupil's development and minimized shamefully his moral and emotional and social sides." The new schools, the author feels, must remedy this weakness, but his recommendations are philosophical and general rather than concrete. Everyone agrees in theory that life in school should be as vivid and absorbing as life outside, but how to make school work take on the tang and challenge of life tasks is not to be discovered from a philosophical paragraph or two.

In this same chapter the mental hygiene of the teacher herself is considered. One can but wish the author had allowed himself more space for this discussion, since it is basic to the whole subject of mental hygiene in the class room. However, he stresses the necessity every teacher faces of maintaining her buoyancy, her courageous outlook on life and gives as fundamental to this, a reasonable sense of security and an opportunity to exercise initiative. This is a significant and provocative chapter throughout.

Dr. Averill has covered a wide range of school problems as a few selections from his chapter headings will show: *The Hygiene of Attitude*, *The Mentally Deficient Child*, *The Gifted Child*, *The Mental Hygiene of School Subjects*, *Home Sources of Conflict*, *The Child Guidance Clinic*. The inevitable result of so wide a range is a necessary lack of detail in covering some of the major issues. Nevertheless, the author has done an effective piece of work in summarizing scientific investigations, emphasizing their outstanding results, and stressing their significant implications for educational procedure. This book is a remarkably complete introduction to the whole field of mental hygiene and should prove particularly helpful to teachers.

MAY HILL,
Western Reserve University.

In the Magazines

Editor, ELLA RUTH BOYCE

TEACHERS COLLEGE RECORD for October prints an article by William H. Kilpatrick on *The Philosophy of Education*. This is an address made to a group of German educators visiting America, and opens with the statement that he is "but one of a group of which Professor Dewey is the most distinguished member, and furthermore that there is opposition from certain other groups in American thought to this philosophy."

With the purpose for which this paper is written, it is inevitable that it should give a clear, concise statement of general educational principles and it therefore becomes a valuable document for teachers. The ideas are those for which Dr. Kilpatrick is well known. A few quotations will be interesting. He gives us "definitions and guiding conceptions of development, ethics, and democracy." "Development is an ever-extending process, taking continually, more and more adequate account of meanings disclosed through experience. Such growing is of the very nature of life. Ethics gets its definition in the effort to bring this good life in the highest possible degree to all together. Democracy, much more than mere government, is the kind of society built to favor this good life and the maximum development." His definition of the curriculum would certainly bring joy to the teacher's heart if it were but currently adopted. "The curriculum is not properly conceived in terms of the subject matter to be acquired but as a life process, a succession of experiences, each growing out of the preceding experiences in such a way as to continue most fruitfully the reconstruction of experience."

In this same issue, Harry Dexter Kitson writes on *Measuring the Interest of Teachers*

in Their Work. This is a description of an attempt to determine "how deeply persons who work are interested in their vocation," and in this particular study the teacher is chosen as the subject. The writer devised a scale and then tried it on 409 teachers—the method being purely subjective. The scale ratings range from 100 to zero, three of the number replying rating themselves as zero, while "two more conveyed their disgust with the occupation by using the figure 50 below zero." The standard set for the 100 degree point was as follows—"The subject is asked to consider as the 100 degree point that activity in which he would spend his major time if he had a million dollars and did not have to work." Some attempt to correlate length of service with interest was made, so that the conclusion given is "that teachers with a long term of service are more deeply interested in their work than teachers with a short term of service."

THE ELEMENTARY SCHOOL JOURNAL for October has an article by Dr. Max Seham on the *Recognition of Fatigue in the School Child*. Dr. Seham will be remembered as a speaker on the program of the Minneapolis meeting of the International Kindergarten Union, where he spoke on the interesting work he has been doing on the question of fatigue in children. In this article he discusses how the teacher may recognize fatigue in her class room. It is important that she should, since many children are misunderstood because of failure to recognize that they are simply tired. He suggests two methods which may be used. One is "by observing the functional reactions in response to stimuli and (two) by using the so-called questionnaire methods." Dr. Seham feels that

"It does not require special skill or particular knowledge to recognize fatigue reactions." He says, "The tired child stands with feet unevenly placed and usually leans on something for better support of his body." Is he not often considered lazy? And again, he says, "The tired child is usually not happy." By the questionnaire method he means securing from the children in some form or other information about their daily lives. Children who are not getting enough sleep, or are having too much stimulation through movies or some such activity are often merely tired children. A questionnaire will sometimes disclose this and will explain what has been considered stupidity. His conclusion is "The home is fully as responsible as the school in the production of the tired child and only through the best cooperation between the home and the school can the problem be solved adequately, but the teacher, by applying the two methods described, can eliminate a great deal of chronic fatigue in her classroom and also avoid becoming a 'tired teacher.'"

This journal also contains a list of *Books for Supplementary Reading in the Primary Grades* prepared by a number of persons connected with the Elementary School of the University of Chicago and presents valuable material from the kindergarten, first, second, and third grades. "Every schoolroom up to the level of the fourth year beyond the kindergarten is provided with reading tables on which books are kept in such display as to attract the children and to guide them in their choices. To these tables they may resort whenever they are not otherwise engaged." It is believed that the opportunities thus offered "furnish the foundation for the early building of preferences for good reading."

In the *NEW ERA* for October the entire issue is devoted to *The Teaching of English*. Mrs. Ensor, the editor of this magazine, has turned over the editing of this special number to Mr. H. V. Dent. She does, however,

present a few thoughts in *The Outlook Tower*: "I am glad the importance of technique has been stressed. Its neglect has been responsible for so much stunted self-expression and disharmonies of speech. On the other hand it seems unwise to concentrate on the science of language too early. . . . In my opinion the first few years should be spent in story-telling and making in discovery in answering the innumerable 'Hows,' 'Whys' and 'Whats.' It has been found helpful to let children dictate stories to a teacher who takes them down in type. This gives the child great joy and satisfaction, and the knowledge that he need not struggle with all the complexities of writing at once loosens his creative ability. A typewriting machine should be a part of every school equipment. . . . Children must have an immediate object in writing, and it is because of this that I think stimulation should come several years before any insistence on correct technique."

Geoffrey York Elton who died in June left some notes on the paper he was to contribute to this issue on *The Teaching of English*: "If a person isn't enterprising and interested in real life, it isn't any good teaching him to like literature. That is why school should not be a preparation for the future grown-up existence called life, but it should be life in itself: a pulsating reality which tempts children out on intellectual and emotional voyages of discovery."

Professor J. J. Findlay on this same topic has this to say, "Two great movements are contributing to bring this view of English to the fore. First the drama which is now a popular force; every boy and every girl now hears English, good or bad, on the stage. And, secondly, the gramophone, wireless, and other inventions, bringing sound waves to our ears are enabling the voice to come into its own. I am convinced that the written and printed word are destined to take a subordinant place, that the common man in days to come will be inter-

ested in poetry, drama, oratory, in their direct appeal to his ear and his own vocal organs, to an extent our teachers at the present day are unaware of."

A number of children's original poems are published. "A Fantasy" by a thirteen-year-old child is interesting.

I sat astride a crescent moon,
Low in the starlit sky,
And I heard the clouds roll soft and deep
And the night winds whisper by.

And from my place I saw the earth,
Dark in the silent gloom;
And I kept watch o'er the sleeping world,
I and the stars and the moon.

In the November *GOODHOUSEKEEPING*, Emily Newell Blair in *A Book for Every Child* writes especially for the home, but as she begins with the very first book a child should have and ends with books for after-twelve, there is much of interest for the school as well. Her article is dealt with under the following headings. The First Book—Bridging the Difficult Years—Tales for the Very Young—The Continuous Story—The Plot Story-Books for Older Boys—and A Course in Reading. It gives also a critical estimate of much new material in this field.

Who's Who in Childhood Education

Grace Langdon came to Teachers College, Columbia University as Instructor Kindergarten-First Grade Education from the directorship of Kindergarten-Primary Education at the Teachers College of Kansas City, Mo. Her *Manual for Readers in the Phillipine Islands* is now in press. Miss Langdon serves the Institute of Child Welfare Research as educational supervisor of the nursery education groups.

Elizabeth Woods, director, Division of Psychology and Educational Research, Los Angeles City Schools was previously affiliated with Vassar College and the University of Wisconsin. She is a frequent contributor to such magazines as the *American Journal of Psychology* and the *Journal of School Administration and Supervision*.

Winifred Harley is Supervisor of two Merrill-Palmer Nursery Schools. She organized the Union Jack Nursery School in London and plans to return to England next year, after six years in the United States, to organize a new nursery center.

Kate Kelley, assistant director of Elementary Education, Des Moines, Iowa, was formerly Supervisor Elementary Schools, Anne Arundel County, Md. and Critic, State Teachers College, Harrisonburg, Va.

Agness Boysen, principal of the Lyndale School, initiated about three years ago a system of character education which is receiving recognition from all parts of the country.

Frances Giddings has been, since 1922, Kindergarten-Primary Supervisor of Training and Associate in Education, University of California at Los Angeles.

Ada S. Woolfolk is General Secretary, Family Welfare Society, Atlanta, Ga. Her previous affiliations were with the College Settlement in New York and Boston, the Juvenile Court, Louisville, Ky., and the Southern Division of the American Red Cross.

Mary Meighan is supervisor, Department of Elementary Education, Escanaba, Mich.

Henrietta Harken supervises the kindergartens of Cedar Rapids, Iowa.

Genevieve Slattery is one of the leading kindergarten teachers in the city of Minneapolis.

Delia Petherick, first grade teacher at the Commodore Sloat School, San Francisco, was in charge of the work reported in our November issue under the title *Painting Easel-ly Done*. Please excuse our error in omitting her name.

WILL YOU BE IN ROCHESTER, N. Y., APRIL 29th—May 2nd
(Convention International Kindergarten Union)

WATCH THE FEBRUARY, MARCH, AND APRIL ISSUE FOR PLANS AND PROGRAM!